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ABSTRACT

This report examines the results of an exploratory research study of the social competency development among multicultural students who attended an after school program administered by the Spanish Education Development Center in Washington, D.C. Three main questions were probed: (1) What social competencies are needed by multicultural children to maintain effective functioning in three culturally distinct settings--home, school, and among peers? (2) What conflicts are inherent in maintaining multiple adaptation? (3) What are the resultant stresses and their management by children successful in maintaining this multiple adaptation? Chapter one explains the theoretical constructs and methodology of the research. Testing techniques and instruments are discussed in chapter two, and the association between selected demographic variables and multicultural social competency scores is examined in chapter three. Chapter four includes a series of case study profiles of 24 Hispanic students (ages 6-12), who participated in the after school program. Chapter five is a discussion of the components of social competency development in multicultural children, including the criteria for judging social competency as defined by parents, peers, and teachers, and the instruments for evaluating performance levels of children in home, street, and school environments. The concluding chapter presents hypotheses and theoretical constructs on the development of social competency skills in multicultural elementary-aged children of Hispanic background. A separate volume of appendices includes the data collected for this report (assessment scores and conversion tables) and a bibliography. (JCD)

ED209363

# SOCIAL COMPETENCY DEVELOPMENT IN MULTICULTURAL CHILDREN, AGED 6-13

## FINAL REPORT OF EXPLORATORY RESEARCH ON HISPANIC-BACKGROUND CHILDREN,

Pursuant to National Institute of Education
Contract No. 400-80-0003, dated 1/21/80

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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by

H. Ned Seelye and Jacqueline Howell Wasilewski

Project Co-Directors

International Resource Development, Inc.
(LaGrange, Illinois 60525)

March 21, 1981

UD021676

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by

H. Ned Seelye
Chairman
International Resource Development, Inc.

and

Jacqueline Howell Wasilewski
Research Associate
International Resource Development, Inc.

March 21, 1981

INTERNATIONAL RESOURCE
DEVELOPMENT, INC.
P. O. BOX 721
LA GRANGE, ILLINOIS 60525
(312) 579-9050

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This study is dedicated to 24 neat multicultural kids.

# INTRODUCTION

## Overview of Report.

Little is known about the dynamics of coping and social skill development in multicultural grade-school children. The children who are the subjects of the present exploratory research all speak both Spanish and English to varying degrees of fluency, are of Hispanic cultural background, live in a Black and Hispanic area of Washington, D. C., and attend schools where English is the sole language of communication.

Twenty-four of these vibrant children helped respond to our research questions by cooperating in case studies of their experiences in adjusting to the demands of diverse people and settings. Three main questions were probed: (1) What social competencies are needed by multicultural children to maintain effective functioning in three culturally distinct settings--home, school, and among peers outside of school?; (2) what conflicts are inherent in maintaining this simultaneous multiple adaptation?; and (3) what are the resultant stresses and their management by students successful in maintaining this multiple adaptation?

The theoretical constructs that influenced our decisions concerning the dimensions that needed to be tested are outlined in Chapter 1.

Multicultural social competency was perceived to be interpersonal in nature, a variety of general social competency, and a kind of coping behavior. The children comprising our research sample were involved in a dynamic process of multiple, simultaneous adaptation to three culturally contrastive environments where parents, teachers, and peers were, respectively, the arbiters of "appropriate" behavior in each setting.

A number of techniques were employed over a five-month span in 1980 to elicit data from these multicultural children. Some techniques worked well, others did not. An evaluation of the effectiveness of these instruments and other data-generating techniques is presented in Chapter 2.

Ten demographic variables were identified for purposes of probing the relationship between ratings of social competency and unalterable child characteristics such as sex and place of birth, as well as mutable characteristics such as grade level and length of residence in the U.S. Some of these variables were associated much more with certain performance measures than with others. The results of this probe are contained in Chapter 3.

The core of the research effort went into developing the 24 case studies of multicultural children. These are presented in Chapter 4.

Following these case studies, Chapter 5 discusses the components of social competency in the multicultural children of our sample.

Finally, 96 hypotheses regarding the development of social competency skills in multicultural children are advanced, along with a model based on the project's theoretical constructs which facilitates the generation of hundreds of additional hypotheses. This presentation of hypotheses for future study occurs in Chapter 6.

Acknowledgements.

First and foremost, we would like to thank the children of the Spanish Education Development Center's After School Program. It was their openess to the researchers that made this study possible. Their competence and creativity, imagination and verve, will carry them far.

We would like to thank the parents who cooperated in the research. Their participation deepened our understanding of the dynamics involved in multicultural social competency. We would particularly like to thank the parents who shared with us their own experiences in making multiple adaptations.

Special thanks go to Mr. Cleve Harrigan, the Director of the SED Center's After School Program during the research period. His facilitation of relationships between the researchers, the administrators of the SED Center, the staff of the After School Program, and the children was invaluable.

We appreciate also the interest in the project and the

encouragement given to us by Dr. Caridad Inda, Director of the SED Center.

Thanks are in order also to all the teachers in the SED Center's After School Program for their time and efforts on behalf of the research. These teacher include Diane Miller, John Carl, Lianne Conn, Nancy Castle, and Pam Stamps. A very special thanks goes to Alicia Roque who did most of the parental interviews. We would also like to thank Cristina Ruiz, our bilingual research aide, who administered the Spanish and bilingual instruments.

We are grateful to Janet Gerard, the ESL teacher at Adams Community School, who not only cooperated in the research herself but also elicited the cooperation of other teachers at Adams, to whom we also extend our appreciation.

The efforts of the project research consultants were critical. We are greatly in debt to Dr. Joyce A. Sween, the project statistician, who quickly recovered from her initial surprise at the number of variables we had generated (over 1200) and developed a data set that enabled us to enlist the help of computer analyses. Dr. Sween prepared the frequency counts, correlations, F values, and most of the other project statistics. Her willingness to work long hours and her exceptional competence in all things computer, were indispensable to the research. Thanks also are in order for Mr. Lynn J. Owens for his work on the item analyses of the instruments.

We would like to acknowledge especially the two independent raters who worked with the principal field investigator, Gail Hare and Eleanor Larrabee. Gail's skills exactly complemented those of the field investigator in that numbers made patterns for her the way observed human behavior made patterns for the field researcher. Her adeptness at creating systems for organizing complex sets of variables generated by observational data are much appreciated. Eleanor, on the other hand, is an experienced elementary school teacher who has taught the entire age range of the children in our sample. Repeatedly, she was able to help us differentiate between what was, for example, "normal" fifth grade behavior and what was exceptional.

Finally, we appreciated the sympathetic assistance of our three project officers at the National Institute of Education, Dr. John W. Chambers, our project officer, and Mr. Joel B. Anthony and Mr. Eric Graboyes, our fiscal officers.

# CHAPTER 1

# THEORETICAL CONSTRUCTS AND METHODOLOGY

## Theoretical Constructs:

For the purposes of this study, social competency is perceived as the ability to utilize appropriately a repertoire of strategies of varying complexity for dealing with the social environment. This approach to studying repertoires focuses on

> the range of different concepts and methods (perceptions and skills) an individual is aware of and/or can apply in a given constant setting and across settings... Thus, a working hypothesis can be generated as follows: The broader an individual's repertoire, the greater the potential for effective action with others, in diverse contexts, relative to diverse goals. (Lee, 1979, p. 795.)

Applying this construct to the present exploratory study, the fundamental question is what enables a person, and in particular an Hispanic child of elementary school-age, to acquire a large repertoire of social perceptions and skills and to use them appropriately in varying, and sometimes highly contrastive, social contexts? A child who is able to do this possesses a high degree of social competency in multicultural contexts.

In our original NIE unsolicited proposal (April 23, 1979), we reviewed extensively the literatures on social competency and on coping and adaptation. (Our approach to studying social competency views it as a form of coping and adaptation.) In addition, a review of the available literature that dealt specifically with intercultural functioning was undertaken.

Although successful adaption to diverse cultural circumstances involves variables external to the adapting individual (e.g., host culture's reception of demographic variables such as age, sex, social status, role, religion, nationality, etc.), multicultural adaptation significantly involves skills whose locus is within the command of the adapting individual. From our review of the relevant literatures, the following model for social competency development in multicultural environments emerged. This model identifies three major skills needed by an individual to successfully function in a second culture.

A. Social competency occurs in specific interpersonal situations. In the case of our study, it occurs in three culturally different situations:

(1) a home culture where Hispanic parents and older

siblings are the arbiters of appropriate behavior,

(2) a street culture where Anglophone peers are the arbiters of appropriate behavior, and

(3) a school culture where teachers espousing mainstream, middle-class norms are the arbiters of appropriate behavior.

Each of these situations makes demands and at the same time provides resources. The sum of these situations and the way they are interrelated constitute a map of the child's inter-personal mazeway.

B. Social competency is exhibited by actors with varying abilities to appraise social situations. This appraisal ability is, in turn, crucial to the ability to respond appropriately in different contexts. It seems to be influenced by

(1) the nature of one's self-system,
(2) one's cognitive style, and
(3) one's cognitive flexibility and complexity.

Little is known about the self-system and cognitive style most amenable to social competency, particularly in multicultural contexts. The self-system should generally be positive, but what to a mainstream perspective looks like a negative or constricted self-image can from a minority perspective simply be realistic. Social cognition seems to be qualitatively different from that evaluated in academic achievement and creativity. Nonetheless, ideas about the self and cognitive style seem to be critically related to a broad range of perceptual activity.

There appeared to be general agreement concerning the intercorrelations of cognitive flexibility and complexity, general coping and adaptation, general social competency, and intercultural social competency in particular. The central ability seems to be the ability to take the role of the other, to see the other person's point of view. A person who has this ability seems to be able to describe in a rich and complex fashion:

(1) both oneself and familiar and unfamiliar others,
(2) social situations,
(3) one's past and present, and
(4) alternative futures.

It must be remembered, however, that what is "rich and complex" for an elementary school-aged student may be quite concrete and may only differ in length and vividness from simple responses. (During the course of our research we discovered that an equally important skill may be to get the social environment to adjust to oneself by some interpersonal manipulation. Among elementary school-aged children this may involve a judicious use of charm and temper.)

C. Social competency, and intercultural social competency in particular, is exhibited in appropriately deployed behavior that is characterized by

(1) flexibility in interpersonal interaction interaction, e.g., the ability to both lead and follow as appropriate (Gochenour and Janeway, 1978; Ruben, 1976),

(2) a flexible coping style, e.g., the ability to act both assertively and passively as appropriate (Murphy, 1974; Holtzman, Diaz-Guerrero, and Swartz, 1975).

(3) a repertoire of linguistic and psychomotor behavior patterns peculiar to the target culture (Seelye, 1969), and

(4) an understanding of the functionality of behavioral options within each cultural situation (Seelye, 1974).

Previous Research:

An extensive review of over 300 publications was included as part of our original NIE proposal (April 23, 1979) and this will not be repeated here. Instead, we will briefly summarize studies that illustrate the major research finding.

The development of social competency in people who must function in more than one culture cannot be based on a psychology of adjustment (Stonequist, 1937). What is required is a psychology of appropriate response to specific situations whereby a person learns to respond appropriately to more than one standard, and a psychology of transformation whereby multicultural individuals create institutional settings tolerant of their plurality (Mechanic, 1974).

Every child when he or she leaves the confines of his or her family enters a multicultural world. Each new situation, each new set of expectations, is in essence a different culture to be learned (Goodenough, 1976). However, the contrast between the cultural assumptions of the home of a minority child and those of the school are much greater than those of the home of a mainstream child and of the school, and thus the probability is increased for dissonance between home and school in minority students.

In reviewing the literature on social competencies in people who function multiculturally, rather than acculturatively, one is struck by the dearth of directly relevant publications. Among the few studies dealing directly with how one functions in intercultural space is a recent article on coping by the present project's principal investigators (Seelye & Wasilewski, in press) which reviews 50-some generally relevant publications. This study makes the point that it is functional to view intercultural coping behaviors in non-pathological terms and that there are at least five general coping strategies (adherence to first-culture patterns, substitution of second-culture patterns for first-culture ones, addition of second-culture patterns to one's repertoire, synthesis of first- and second-culture patterns, and creation of innovative "third culture" responses). We hypothesize that several or all of these strategies are employed by intercultural individuals at some point in time and with regard to some behavioral domains.

Even fewer studies of multicultural social (versus academic) functioning in school settings exist. Two directly relevant articles were authored by this proposal's principal investigators (Seelye, 1978; Wasilewski & Seelye, 1978). The first of these articles underscores the inadequacy of attempting to get bicultural students to acculturate to a one-culture standard rather than to adjust to intercultural space. The second article reviews over 100 publications to find implications for the training of teachers of multicultural students. One of the emphases is on specific skill development, rather than on attitude change. Just as cognition is adaptive to context variables (Cole & Scribner, 1974), so multicultural competency is elicited in school environments which provide a high tolerance for flexibility and ambiguity and which enable students to reach clarity concerning the interaction of culture and self concepts.

A two-year classroom study (Albert, in press) examined the interactions between Anglo teachers and Hispanic students in Illinois schools. Subjects identified, in interviews, occasions of interethnic miscommunication. Another relevant study focused on the miscommunications experienced by North Americans who were living in Colombian homes (Gordon, 1974). The miscommunications were due to the culturally contrastive uses of space and role. One of the present project's principal investigators conducted a two-year acculturation study of North Americans residing in Guatemala (Seelye, 1969; Seelye & Brewer, 1970). In this study, length of time in-country and residence patterns proved to be strong predictors of level of acculturation.

In addition to publications directly relevant to multicultural competence, there is a body of literature less directly focused on the subject of this proposed research project but which nevertheless has methodological implications for the present study. The broadest review of intercultural studies to appear to date, many of the publications reviewed therein with but peripheral relevancy to an investigation of intercultural competency, was co-edited by one of the project's principal investigators (Seelye & Tyler, 1977). Four major points emerge from this body of literature.

(1) The literature on general social competency (Weinstein, 1969; O'Malley, 1977) emphasizes the importance of three factors or skills:

(a) role taking,
(b) knowledge of alternative strategies, and
(c) the appropriate use of the alternative strategies.

We suggest that these factors become critical when actors are functioning in multi/intercultural contexts, not as a transitional phase on the way to assimilation, but as a permanent life-space, because for such actors there is not a single standard to which they must adapt but rather two or more response universes to be learned. The competence necessary to do this can be learned. None of the reviewed literature, however, takes adequate cognizance of this problem of multiple, simultaneous adaptation. Indeed, much of the literature describes its multicultural subjects in unsympathetic, unimaginative terms.

(2) Coping and adaptation can best be understood utilizing a paradigm with three highly interactive factors:

(a) the situation,
(b) the disposition of the actors, and
(c) the responses they utilize.

Cognitive processes and the self-system underlie both the evaluation of the situation and the choice of appropriate responses. Thus, discrete coping episodes occur in appraised significant situations (Lazarus, Averill, & Opton, 1974) and require interpersonal, situational competence (Argyris, 1968). Intercultural competence requires the ability to function as a stranger (Schutz, 1964) and to interact with strangers as well.

This interactive paradigm between situation, dispositions, and responses was supported by the Office of Education's cross-national study on coping styles and achievement in school children in eight different countries. No single acculturation gradient was found, but rather a diversity of adjustments determined by interaction between the ethnic origin of the immigrants, their skills and abilities, and the opportunities available to them in the host country (Peck, Manaster, Borich, Diaz-Guerrero, & Kubo, 1975).

(3) Certain environments are more likely to elicit effective intercultural functioning than others. Such environments tend to be tolerant of polyvalent, idiosyncratic, multidimensional behaviors and their corresponding identities. Just as monocultural social competencies are deployed in "mazeways" or networks of predictable and reciprocal behaviors (Wallace, 1963), so are intercultural competencies, although few studies have attempted to identify the specific skills needed to function in intercultural mazeways.

(4) Observation and interview techniques, coupled with multiple assessment strategies, have been most productive in understanding processes of coping and adaptation (Murphy, 1962, 1974; Murphy & Moriarty, 1976; Chassen, 1967; Hamburg, Coelho, & Abrams, 1974).

## Assessment Techniques

The elicitation activities and the test instruments that were used to assess multicultural social competency development are discussed in the next chapter. The following two tables, Table 1 and Table 2, identify these assessment techniques and indicate when each was administered.

## TABLE 1:

## INSTRUMENTS TO MEASURE CONSTRUCT VARIABLES

- Situations:
  - Home -
    - Situations
    - Clay Array
    - Taped Student Interview
    - Teacher Evaluations
    - Parent Interviews
    - Field Notes
  - Street -
    - Situations
    - Clay Array
    - Peck et al. Behavior Rating Scale
    - Taped Student Interview
    - Teacher Evaluations
    - Parent Interviews
    - Field Notes
  - School -
    - Situations
    - Clay Array
    - Taped Student Interview
    - Teacher Evaluations
    - Parent Interviews
    - Field Notes
  - Narrative description of Columbia Road neighborhood, its homes, the street environment, its schools, the SED Center (include Office of Latino Affairs report, reports of Hispanic Fair, etc.)
- Dispositions:
  - Self-System -
    - Polaroids
    - Whole Body Drawings
    - Who Am I
    - Situations
    - Coopersmith's Self-Esteem Inventory
    - Peck et al.'s Behavior Rating Scale
    - Clay Array
    - Taped Student Interview
    - Teacher Evaluations
    - Parent Interviews
  - Cognitive Style -
    - The Children's Embedded Figures Test
    - Teacher Evaluations (Ramirez and Castaneda)

Table 1, con't: Instruments to Measure Construct Variables

Dispositions: (con't)

- Cognitive Flexibility and Complexity -
  - Empathic Ability -
    - Ability to Describe Self and Others
      - Polaroids
      - Whole Body Drawings
      - Who Am I
      - Situations
      - Peck et al.'s Behavior Rating Scale
      - Clay Array
      - Peck et al.'s Sentence Completion
      - Taped Student Interview

- Cognitive Flexibility and Complexity (cont.) -
  - Empathic Ability (cont.) -
    - Ability to Describe Social Situations
      - Situations
      - Clay Array
      - Taped Student Interview
  - Ability to Describe Past and Present
    - Taped Student Interview
  - Ability to Describe Alternative Futures
    - Taped Student Interview

- Demographic Variables -
  - Taped Student Interviews
  - Teacher Evaluations
  - Field Notes

**Behaviors:**

- Flexible Interaction Style -
  - Peck et al.'s Behavior Rating Scale
  - Taped Student Interviews
  - Teacher Evaluations (Ruben;Coopersmith)
  - Parent Interviews
  - Field Notes (esp. G. Estrada)

- Coping Style -
  - Peck et al.'s Social Attitudes Inventory
  - Peck et al.'s Behavior Rating Scale
  - Peck et al.'s Views of Life
  - Diaz-Guerrero's Filosofia de la Vida
  - Diaz-Guerrero's Forma Corta
    - Spanish and English versions
  - Peck et al.'s Sentence Completion
  - Taped Student Interview
  - Teacher Evaluations
  - Parent Interviews
  - Field Notes

- Oral and Written Language -
  - Taped Student Interviews
  - Teacher Evaluations
  - Field Notes

## TABLE 2
## TIMELINE OF ELICITATION ACTIVITIES AND TEST ADMINISTRATION

| | Jan. | Feb. | Mar. | Ap. | May | June | July |
|---|---|---|---|---|---|---|---|
| Films | x | x | x x | x | x | | |
| Polaroids | xxxx | | | | | | |
| Whole Body Drawings | | xx | | | | | |
| Who Am I | | xxxxx | | | | | |
| Free Drawing | | xxxxx | | | | | |
| Situations | | xx | | | | | |
| Coopersmith's Self-Esteem Inventory | | xxxxxxx | | | | | |
| Peck et al.'s Social Attitudes Inventory | | | xxx | | | | |
| Peck et al.'s Behavior Rating Scale | | | xx | | | | |
| Clay Array | | | | xx | | | |
| Peck et al.'s View of Life | | | | xxxxxxx | | | |
| Diaz-Guerrero's Filosofia de la Vida | | | | xxxxxxx | | | |
| Diaz-Guerrero's Forma Corta de la Filosofia de la Vida | | | | xxxxxxx | | | |
| English Version of Forma Corta | | | | xxxxxxx | | | |
| Peck et al.'s Sentence Completion | | | | xxxxxxx | | | |
| The Children's Embedded Figures Test | | | | xxxxx | | | |
| Taped Student Interview | | | | | xxxxx | | |
| Teacher Evaluations | | | xxxxxxxxxxxxx | | | | |
| Parent Interviews | | | | | | xxxxxxx → Sep. | |
| Deck of Myself | DroppedDroppedDroppedDroppedDropped | | | | | | |
| End of Project Notebooks | | | | | | xx | |
| Field Notes | xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | | | | | | |

## Selection of Students:

The 24 students selected for this study represent a convenience sample based on a student's willingness to participate. All of the students attended an after-school tutorial program administered by the Spanish Education Development Center (the SED Center) in Washington, D. C.

The SED Center was founded in 1971 in response to community needs for a bilingual bicultural preschool in the city's highest density Hispanic neighborhood, Columbia Road. The neighborhood is described in the introduction to the case studies in Chapter 4 of this report.

(The principal field researcher (Wasilewski) worked as a participant observer with the SED center children on an almost daily basis for five months. She was identified by the SED center as a volunteer "aide" in the After School tutorial program and the research activities were treated as a regular part of the program's curriculum.)

Seventeen students dropped out of the study. The reasons for this were varied: dropped out of the After School program (3 students), irregular attendance in the After School program (6), severe emotional or physical difficulties (3), too young to do the tasks (2), too "old" to want to do the tasks (2), disinterested (1).

The characteristics of the 24 students who constitute the final sample follows. The characteristics include sex, age level, grade level, length of residence in the U.S., country of mother's birth, country of father's birth, country of student's birth, number of siblings, rank sibling order, language(s) spoken at home and at school and with peers.

## V2 SEX

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| 1. Male | 1. | 13 | 54.2 |
| 2. Female | 2. | 11 | 45.8 |
| | TOTAL | 24 | 100.0 |

## V5 YEAR OF BIRTH

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| Year of Birth | 66. | 1 | 4.2 |
| | 68. | 1 | 4.2 |
| | 69. | 1 | 4.2 |
| | 70. | 2 | 8.3 |
| | 71. | 4 | 16.7 |
| | 72. | 6 | 25.0 |
| | 73. | 5 | 20.8 |
| | 74. | 2 | 8.3 |
| | 75. | 1 | 4.2 |
| | 99. | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

## V6 GRADE LEVEL ATTENDED, 1979-1980

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| Grade Levels (1-7) | 1. | 2 | 8.3 |
| | 2. | 7 | 29.2 |
| | 3. | 6 | 25.0 |
| | 4. | 6 | 25.0 |
| | 6. | 2 | 8.3 |
| | 7. | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

## V8 NUMBER OF MONTHS STUDENT HAS RESIDED IN U.S.

| CATEGORY LABEL: | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| No. of Months | 4. | 1 | 4.2 |
| | 5. | 2 | 8.3 |
| | 6. | 1 | 4.2 |
| | 8. | 2 | 8.3 |
| | 18. | 1 | 4.2 |
| | 36. | 3 | 12.5 |
| | 48. | 1 | 4.2 |
| | 60. | 2 | 8.3 |
| | 66. | 1 | 4.2 |
| | 72. | 3 | 12.5 |
| | 84. | 1 | 4.2 |
| | 86. | 1 | 4.2 |
| | 87. | 1 | 4.2 |
| | 96. | 1 | 4.2 |
| | 107. | 1 | 4.2 |
| | 121. | 1 | 4.2 |
| | 999. | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

## V9 COUNTRY OF MOTHER'S ORIGIN

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| 1. Mexico | 1. | 2 | 8.3 |
| 2. Central America<br>3. Caribbean | 2. | 10 | 41.7 |
| 4. South America | 3. | 3 | 12.5 |
| 5. United States<br>6. Other | 4. | 4 | 16.7 |
| 7. Raised in several countries | 5. | 4 | 16.7 |
| 8. Unknown | 7. | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

### V10 COUNTRY OF FATHER'S ORIGIN

CATEGORY LABEL

1. Mexico
2. Central America
3. Caribbean
4. South America
5. United States
6. Other
7. Raised in several countries
8. Unknown

| CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|
| 1. | 3 | 12.5 |
| 2. | 9 | 37.5 |
| 3. | 6 | 25.0 |
| 4. | 5 | 20.8 |
| 6. | 1 | 4.2 |
| TOTAL | 24 | 100.0 |

### V11 COUNTRY OF STUDENT'S BIRTH

CATEGORY LABEL

1. Mexico
2. Central America
3. Caribbean
4. South America
5. United States
6. Other
7. Raised in several countries
8. Unknown

| CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|
| 1. | 3 | 12.5 |
| 2. | 7 | 29.2 |
| 3. | 3 | 12.5 |
| 4. | 3 | 12.5 |
| 5. | 8 | 33.3 |
| TOTAL | 24 | 100.0 |

### V12 NUMBER OF SIBLINGS

CATEGORY LABEL

1. none
2. one to two
3. three to five
4. six to ten
5. over 10

| CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|
| 0 | 2 | 8.3 |
| 1. | 2 | 8.3 |
| 2. | 14 | 58.3 |
| 3. | 4 | 16.7 |
| 4. | 1 | 4.2 |
| 5. | 1 | 4.2 |
| TOTAL | 24 | 100.0 |

## V13 RANK SIBLING ORDER OF STUDENT

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| Rank Order | 1. | 12 | 50.0 |
| | 2. | 8 | 33.3 |
| | 3. | 1 | 4.2 |
| | 4. | 1 | 4.2 |
| | 6. | 1 | 4.2 |
| | 99. | 1 | 4.2 |
| | TOTAL | 24 | 100.0 |

## V14 LANGUAGE(S) SPOKEN AT HOME

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| 1. English only | 1. | 1 | 4.2 |
| 2. Spanish only<br>3. English & Spanish | 2. | 16 | 66.7 |
| 4. other language only | 3. | 5 | 20.8 |
| 5. Eng, Span., & other language | 6. | 2 | 8.3 |
| 6. something else | TOTAL | 24 | 100.0 |

## V15 LANGUAGE(S) SPOKEN AT SCHOOL

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| 1. English only | 1. | 22 | 91.7 |
| 3. English & Spanish | 3. | 2 | 8.3 |
| | TOTAL | 24 | 100.0 |

## V16 LANGUAGE(S) SPOKEN WITH FRIENDS

| CATEGORY LABEL | CODE | ABSOLUTE FREQ | RELATIVE FREQ (PCT) |
|---|---|---|---|
| 1. English only | 1. | 11 | 45.8 |
| 3. English & Spanish | 3. | 13 | 54.2 |
| | TOTAL | 24 | 100.0 |

Data Analysis:

The purpose of this study was not to test hypotheses, but rather to generate hypotheses concerning the development of multicultural social competency. The present study was conceived, then, as exploratory. The main analytic approach has been to observe, as a participant ethnographer, the interactions and expressions of 24 multicultural children. This key portion of the research was carried out by Jacqueline Howell Wasilewski. Individual case studies were prepared for each participating student (see Chapter 4), and an overall daily coping ability rating was assigned by the ethnographer to each student.

In addition to the ethnographic observations, data was elicited through a number of "standard" instruments. To what extent were these instruments reliable? To gain an index of test and subtest reliability, Crombach alpha reliabilities were calculated on selected instruments. The results of these reliability studies are presented in Chapter 2.

How predictive of multicultural social competency development are demographic variables? To gain an insight into this issue, F values for 10 demographic variables were obtained to acertain the effect that these variables may have exerted on selected test scores. This data is presented in Chapter 3.

Finally, as an aid to see the way in which different elements of the theoretical constructs related to each other, Pearson correlations were obtained for selected scores. A discussion of these findings is included in Chapter 5.

# CHAPTER 2

# FIELD EXPERIENCES WITH DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Collection of student and teacher data began in mid-January of 1980 and was completed when school and the After School Program ended in mid-June of 1980. Parental interviews were administered throughout the summer mostly by an interviewer from the Hispanic Columbia Road community. Table I of the preceeding chapter gives the timeline by which the data was collected.

Data collection for this project was an exercise in persistence and invention. As part of the researchers' original understanding with the Spanish education Development Center (SED Center) the research project had to blend in with the After School Program's main purpose which is to provide English as A Second Language (ESL) and to help children of limited English ability with their homework. It was also understood that because of the Program's nature as an after school activity, the level of control and discipline was not as strict as in the regular school setting. Children, after all, have to be able to relax someime. Therefore, student participation in the project could not be demanded but would have to be elicited, and participation would have to be voluntary. It was also understood that participation in the After School Program itself was voluntary, so there were large fluctuations in attendance depending on what else was going on in the neighborhood and on the weather.

The principle field researcher entered the testing environment in mid-January hoping to generate enthusiasm for the project with two fifteen-minute films. One, Hey, Look at Me, had a theme of the self and of children's environments with footage taken by children themselves. The other was a slide presentation set to music on human differences across cultural, racial, and national boundaries. The films were shown twice, once to the older children and once to the younger children.

Even for a "media event" like a film attention was very difficult to establish and maintain. There were first of all the usual technical difficulties with the projector, then the first film was too young for the older group, and in the second presentation whenever a slide would appear obviously taken in a Third World setting of a traditional person, laughter would ensue, and this from children, some of whom had only recently emigrated from such settings. Group discussion after the films was nearly impossible because everyone wanted to talk to once, usually about personal remarks rather than the content of the film.

Using films for the purpose of eliciting cultural self-awareness was obviously not going to be effective with these particular children. In the months that followed, six additional films with cultural content were shown (African

Musician, African Craftsmen: The Ashanti, Chinese, Korean, and Japanese Dance, Masai Warrior Between Two Worlds, Yo Soy Chicano, and A Chairy Tale), but for purposes of change of pace only. The younger children seemed to enjoy them; the older group usually complained about watching them and often did not, but the quality of after-film discussion gradually improved although not to a level that was useful for research purposes except in a sense, negatively, in that the students did not perceive any relationship between themselves and the films, and this was true even of Yo Soy Chicano. With such a broad range of ages (6-13) from so many countries (14-15) it was difficult to choose films from the available supply that would be appropriate. Appropriate content was often too adult and too long. This difficulty was one that was to haunt the project in regard to many of its instruments.

After the initial films strategy was quickly re-evaluated, it was decided to work almost exclusively with the children individually. The principle field researcher then began taking individual Polaroid pictures of all of the children in the program, one picture for the project and one picture for the child to take home, the child's choice as to which picture would be used for which purpose. This gave the researcher a chance to begin to get to know each child, to explain what the research project was about, and to tell them that their picture was the first page of a notebook that the researcher would keep of all the things they did while participating in the project. The Polaroid camera itself was a source of fascination, and the children, as well as their parents, were impressed that they were getting a free picture.

This picture taking activity established a pattern of individual children being called out from their regular activities "to work" with the researcher. These individual sessions occurred after a child had finished his or her homework and before going to the park to play except for a few individuals who because of an interest in anything different, a desire for individual attention, and/or a fondness for the researcher, would give up their playtime in the park "to work."

From mid-January through Easter these "individual" sessions took place wherever there was space, which was often in the stairwell. Sessions were often interrupted by the need of a child to respond to some comment made by a friend from day school, or the younger children, somewhat hyper after sitting still all day, would hop up and down the stairs while answering the researcher's "endless" questions. After Easter permission was granted to use a corner of the nurses' office for the final taped interviews.

At the end of the year to maintain participation in the project during the administration of two particularly tedious questionnaires (this happened to coincide with the first good weather of the year and with the beginning of baseball and soccer practice), the researcher resorted to "bribery," i.e., gift certificates to the neighborhood McDonald's, if all activities were completed by school's end. This was particularly effective in maintaining the participation of the older, almost adolescent children.

In addition, at the end of the project each child who participated, regardless of whether they were in the final sample or not, received a notebook from the researcher containing all the drawings the child had done as part of the project, a letter of thanks for participating, and on the first page another copy of the child's picture taken back at the beginning of the project. These notebooks were well-received by the children, but particularly well-received by the parents.

The above synopsis is just to make it clear that this study was not undertaken with militarily disciplined subjects in quiet rows obediently filling out their questionnaires. The twenty-four student protocols ultimately collected and reasonably distributed across age and sex were the result of considerable "wooing," and we think the insight gained in the process was well worth the extra effort.

Altogether, several hundred scores were generated for each student from the instruments employed by this exploratory study. These scores were grouped into four categories: situations, dispositions, behaviors, and descriptions. Before discussing the results of these multiple measures of multicultural social competency development, we will share our experiences that relate to the strengths and weaknesses of the instruments.

THE ACTIVITIES AND INSTRUMENTS

Finding appropriate instruments for 6-13 year olds which would test social competency and coping adaptation skills in multicultural children for whom English was most often a second language was very difficult. Most of the available instruments were too American, too adult, and too long. The language was often too abstract even for our older students, and qualifiers like "generally," "always," "never" were often overlooked by the students. We tried to overcome these difficulties by administering each instrument individually, simplifying and concretizing (and translating) language as was necessary and by employing the same person (researcher, teacher, or aide) to administrate a given instrument to all subjects where possible. Our main concern was the the construct behind the question be understood. Consistent misunderstandings of questions were often as revealing as conventional responses.

The elicitation activities and assessment instruments employed by this study are discussed below in roughly the order they were administered. Table I (preceeding chapter) indicates the timeline when each activity took place and when each instrument was administered. All the activities were overseen and all instruments were administered by the principle field researcher except

1) Peck et al.'s Social Attitudes Inventory (SAI) was administered by the children's regular After School Program teacher(s). In the case of the youngest children, their bilingual teacher and/or bilingual aide cross-translated each question for the children in a group administration;

2) Peck et al.'s Views of Life instrument, Diaz-Guerrero's Filosofia de Vida instrument, and Peck et al.'s Sentence Completion instrument were administered by a bilingual research aide from the community;

3) the teachers' student evaluation questionnaires were filled out by each teacher at home; and

4) the parental interview questionnaires were administered by an interviewer from the After School Program staff who was also a community member.

## ELICITATION ACTIVITIES

All new materials were provided by the researchers for these activities (paper, pencils, magic markers, crayons, clay, construction paper, etc.), and this, if nothing else, made them very attractive to the children.

Artistic activities were included in the protocol to provide the children with non-verbal, non-written forms of expression. However, especially for the older children who had very definite feelings about whether they themselves were "good" or "bad" artists, drawing was often as, or more, constrictive to free expression than writing would have been. For many of the children what was expressed in drawing or modeling with clay was what they could draw or model well, not necessarily what they felt inside. Also, certain themes would be copies (like "Superman" in the Whole Body Pictures), the impetus being, "Hey, I could draw (or model) that too" (and thereby fulfill the task), rather than the expression of internal individual dynamics.

On the whole the children in the After School Program were most comfortable expressing themselves verbally on a one to one basis, and it was the verbal processing of the artistic activities which elicited insights which otherwise might not have arisen, and even the "copied" material went through interesting transformations in the process.

The influence of media, especially of T.V. cartoon superheroes, was particularly apparent in the artistic activities.

Polaroid Pictures

The principle field researcher took each child's picture individually. Two pictures were taken, one for the child to take home immediately and one for the researcher to keep. The pictures were used in the final interview to elicit self-descriptions, and a copy of the picutre was made for the child's end-of-project notebook.

The children loved the camera, and both they and their parents were favorably impressed by getting a free picture. While taking the pictures the researcher was able to get to know the child's name, where they (or their family) were originally from, how many brothers and sisters they had, etc. She was also able to tell them a little about the project, that she was interested in children like themselves who spoke more than one language, who were perhaps born in a different country, and that perhaps they could teach her something about helping children who have to go to school in a second language, in a different country, etc.

The "Interview" elicited various additional information, e.g., memories of the last visit to grandmother's house in Peru, an occasional acknowledgement that it was sometimes complicated speaking among the children, e.g., when one child would translate for a newly arrived child or a younger brother or sister.

### Whole Body Drawings

After having their picture taken the children then did whole body pictures of themselves in small groups (about ten children at a time, the total group of 57 children roughly divided into three groups, an old, middle, and young group, each of which taken half at a time). This again an attempt to focus on children's attention on themselves.

We used the hall between the classrooms for this activity and unrolled a big roll of butcher paper down the length of the hall. Each child lay down on the paper, and the researcher made an outline of the child's whole body with magic marker. While outlining the researcher gave the following instructions:

> Draw yourself, the way you are or the way you want to be. Draw you outside self, the way you look, or your inside self, the way you feel.

This was a very popular activity. Some kids did this activity two and three times. The researcher gave no examples of what she meant by the directions which was perhaps a mistake, as the second group of children benefited greatly from being able to see the first group of children's pictures. (All pictures were hung up in the hall with masking tape, so it became a giant picture gallery.) On the other hand there was a great deal of "copying," e.g., the Superman theme, once one child had introduced it. We had magic markers and crayons initially for coloring in the "selves," but paints would have been better for such large works, and one of the children unearthed some paint on the second day.

The older children seemed to concentrate on their real outside selves, how they actually looked, although there were some football players and one Superman. The younger children did either their real outside selves or superheroes or spacemen.

The "stances" the children chose for their portraits were really important to them, e.g., "Wait! I have to get like Superman!" (hands on hips, feet apart) or "I have to get like Fonzie!" (a kind of motionless swagger). And it was very important to them that their hair was smooth and their shoelaces tied; they thus preferred "idealized" portraits in that respect. No one drew their inside self except one of the teachers (an artist), and her example was not emulated.

All the children were anxious to be drawn, held really still, and many felt that it tickled to have themselved outlined.

Afterwards we attempted to talk about the portraits. Everyone wanted to talk until it was their turn. All of the comments on the supermen/superheroes/spacemen-selves had a good against evil theme. Random comments made by the children while they were working to one another or to the researcher privately were often the most revealing.

Photographs were taken of the portraits that were not taken home right away, and the portraits were included in their end-of-project notebooks. Children's comments were recorded in field notes.

Who Am I

This was originally supposed to be a group activity in which children responded in writing to the questions: "Who am I?" making as many responses as possible in five minutes.

The researcher administered this instrument to the older children, and the ESL teacher administered this instrument in Spanish to a group of four newly immigrated older students as per the model above, but when this procedure was attempted with the younger students the results were less than satisfactory. With the initial group of four 6-8 year olds one of the girls began writing her responses in cursive and thereupon ensued a lesson in handwriting rather than an elicitation of the self, because all the other children wanted to write their responses in cursive also, but they did not yet know all the letters in cursive. So...with the younger children the researcher administered the instrument individually and most of the time acted as the child's "secretary," so that thoughts about the self could flow unhindered by writing ability. The child was also free to response in Spanish, English, or both.

With the older children the activity was introduced by a discussion of the following two quotes:

> I've often thought there ought to be a manual to hand to little kids, telling them what kind of planet they're on, why they don't fall off it, how much time they've probably got here, how to avoid poison ivy, and so on. I tried to write one once. It was called Welcome To Earth. But I got stuck on explaining why we don't fall of the planet. Gravity is just a word. It doesn't explain anything. If I could get past gravity, I'd tell them how we reproduce, how long we've been here, apparently, and a little bit about evolution. And one thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned that in the first grade. A first grader should understand that his or her culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well; that all cultures function on faith rather than truth; that there are lots of alternatives to our own

> society. Cultural relativity is defensible and attractive. It's also a source of hope. It means we don't have to continue this way if we don't like it (Kurt Vonnegut, Jr., "Afterword," Free To Be You And Me, F. Klagsburn, Editor, N.Y.:McGraw-Hill, 1974).

> You have to get used to everything, you know; it's like starting out someplace where you've never been before, and you don't know where you're going or why or when you have to get there, and everybody's looking at you, waiting for you, wondering why you don't hurry up. And they can't help you because you don't know how to talk to them. They have a lot of words, and you know they mean something, but you don't know what, and your own words are no good because they are not the same; they're different, and they're the only words you've got. Everything is different, and you don't know how to get used to it. You see the way it is, how everything is going on without you, and you start to worry about it. You wonder how you can get yourself into the swing of it, you know? And you don't know how, but you've got to do it because there is nothing else. And you want to do it, because you can see how good it is. (Scott Momaday, House Made Of Dawn. N.Y.:Harper and Row, 1966).

This was another attempt, along with the films, to sensitize the children to cultural concepts and to the sense of living in two worlds simultaneously. As with all attempts at group discussion with these children, it was only minimumly successful. Sitting and listening as a group to group discussions were much too passive activities for that time of day. If this activity had been undertaken later in the project after the researcher knew the students better, she might have asked one of the leaders of the older group to read these quotes as part of an ESL lesson, and then asked the leaders to conduct the discussion themselves.

With the younger children the total initial response to the question, "Who are you?" (since the researcher was administering the questionnaire one on one) was often the child's name or a total blank. A series of prompts were thus developed:

1) Who are you? (initial question).
2) If you were describing yourself to someone who did not know you, how would you describe yourself? For instance, I (the researcher) don't know you very well; what should I know about you?
3) What do you like to do? play?
4) What makes you happy? sad?
5) What are your favorite foods? colors?
6) What else is important about you?

Often it was only in response to the last prompts that the child stumbled on a subject of sufficient interest to him- or herself to talk about it in a complex fashion.

The purpose of this activity was to measure the complexity of the responses about the self. Most of the responses were not very complex, and perhaps there is a developmental dynamic involved in this phenomenon, in that it is difficult for pre-adolescent children to observe and talk about themselves objectively. The big distinctions between more and less competent responses among the younger children may be in

1) the ability to give one's name in response to the initial question;
2) the ability to talk about objects or subjects of

interest in a complex fashion;

3) the ability to talk about a real event in a complex fashion;

4) the ability to tell a vivid fantasy.

Free Drawing

After the children finished their "Who Am I?" they were asked to draw a picture of themselves or of someone they knew well, but since they did not elicit a particularly enthusiastic response, they were allowed to draw a picture of anything they wanted to. They were asked to talk about these pictures in the final taped interview, and these pictures were included in their end-of-project notebooks.

Situational/Drawings

As a group activity the children were asked to draw pictures of good/bad or happy/sad situations at home, in the neighborhood, and at school. The children talked about these pictures in their final taped interview, and these picutes were included in their end-of-project notebooks.

Good and happy situations were easier to elicit than bad or sad ones. Fantasy situations were easier to elicit among the older students than real ones, especially among the "good" artists.

This activity was disappointing to the researchers in the sense that it failed to elicit situations with distinctly cultural content, but as to the general adjustment of the children it demonstrated that their greatest difficulties were mostly "kid stuff," i.e., everyone feels sad/bad when they run into a tree with their new bike or when the teacher gets after you for talking in class.

The Clay Array

This, again, was an activity to provide an alternative form of expression to verbal expression. It was done according to the three age groups, big, middle, and little. This, like the Whole Body Pictures, was a very popular activity.

Different colored construction paper was handed out. (Each child could choose his or her favorite color.) Then plastic sandwich bags filled with clay were handed out, and the following directions were given:

1) Each of you have a bag of different colored pieces of clay -- seven pieces, seven different colors.

2) Think of yourself and of the important people in your life, whoever they might be -- an old woman down the street who is kind to you, your family, your best friends, someone at church, your teachers -- whoever.

3) Choose a piece of clay to represent yourself. Choose a piece of clay for each important person. Choose a color that reminds you of yourself and one for each important person. If you need more than seven pieces of clay, divide up the clay.

4) Then shape the clay into a size and shape that

remind you of each person -- and of yourself.

5) Arrange the pieces of clay on your construction paper to show how you see yourself among the important people in your life, e.g., do you see yourself in the middle of all the people, on the edge -- are all the big people above you or are you the "star"?

7) When you are finished, I will help you label your arrangement, and then I will take a picture of it. Later on I'll be talking to each one of you about your arrangement.

Questions were then answered. Again, there is the problem of whether it is better for the administrator of the activity to provide an example of an "array" or not. We provided no such example, except for what the children provided for themselves as they observed each other and one particularly artistic regular After School Program teacher working. Themes and techniques were often "copies" from each other but with idiosyncratic twists added in the transition process.

Then, when each "array" was finished a 5x8 white card was folded in half, and the child's name was put on the outside of the card, and on the inside of a "map" of their "array" was made, narrated by the child. A photograph of the "array" with the name-card was then taken. The "map" helped to remind the child of what he or she had done when he or she was shown the photograph on his of her "array" and asked to talk about it during his or her taped individual interview.

It would have been much better if each child had been able to verbally process his or her array just as he or she finished it, but time did not allow the individual administration of this activity.

The clay was also a little hard for the smallest children to manipulate, and there were too many variables (color, shape, size, configuration) to manipulate. In an attempt to encourage abstract expression of feeling states rather than the representation of feelings in a realistic scene, so that the less artistic children would not feel constricted because they could not model people well, the task became unintelligible, and some of the children went ahead and modeled realistic scenes anyway. Others simply put themselves and their "others" in rows on the construction paper in the order they were thought of. None in our sample attempted the kind of "psychic map" the researchers were trying to elicit.

The most important aspect to emerge from this activity was who was chosen first as being most important and the stability of that choice. Family members -- parents, siblings, aunts, uncles, cousins, grandparents -- were the most frequent choices.

At first the proportion of self to other (i.e., the amount of clay used to construct the self vs. the "others") looked like it might be a revealing variable, but most often the self was constructed first, and very often there was just not enough clay left to make big "others."

TESTS AND INVENTORIES

Our major difficulties with "standardized" instruments involved a conflict between good questionnaire design (redundancy, negatively phrased questions, etc.) and maintaining the interest and comprehension of the children in the sample. They seemed to respond best when there was a general framework in which to respond but no exact script and when an instrument called upon them to create or actively figure out a response as opposed to simply choosing between responses. Instruments mediated by elicitation activities like The Clay Array and the situational drawings would, therefore, seem to have possibilities for further development. Instruments which did not elicit the desired responses might themselves be tedious and boring, individual items might not be eliciting and the appropriate response, the subjects might be too young for the construct to appear, and/or the construct itself might be wrong. These weaknesses became apparent during test administration and again when we performed item analyses on selected instruments.

To gain a measure of the hemogeneity of the items constituting the major assessment instruments, and consequently an index of the stability of response on these instruments, Cromback alpha reliabilities were calculated for total test and part test scores. The formula for this calculation is as follows:

$$\text{alpha} = \left(\frac{N}{N-1}\right)\left(1 - \frac{\Sigma vi}{Vt}\right)$$

where N = number of items

Vi = variance of items

Vt = variance of part

Coopersmith's Self-Esteem Inventory (adapted by IRD)

This questionnaire evinced the following difficulties with our students:

1) Qualifiers like "always," "often," "usually," "never," "very," etc., were often overlooked by the children in formulating their responses. Therefore, the researcher had to emphasize these qualifiers in asking the questions.

2) Negatively phrased questions were almost always misunderstood.

3) "Daydreaming" in question #1, "expecting too much" in question #26, "pushing" in question #54, and "be depended on" in question #58 consistently had to be explained with concrete examples.

4) Questions #15, 40 and 47 were consistently misunderstood. Item 15, "Someone always has to tell me what to do," would get a positive response if the

child was thinking of the "someone" as being a parent or teacher; it would get a negative response if the "someone" was thought to be a peer. Item 40, "There are many times when I'd like to leave home," was only rarely interpreted in terms of running away and was interpreted more often in terms of going out, e.g., to the 7-11 Store, to play in the snow, etc. Item 47, "My parents understand me," would very often get a response like, "Oh, yes, in Spanish they understand me!"

The Cronback alpha test reliability index for this instrument was .89, indicating that it did reliably differentiate this population of students (N=24). The difficulty index placed 69% of the items within an optimum range of .40-.70. The standard deviation was 8.57 and the standard error of measurement was 3.02.

Alpha reliability was also calculated in four part scores. Part 1 contained eight items relating to the home; its reliability coefficient was .28. Part 2 consisted of nine items relating to the students' peers; its reliability coefficient was .48. Part 3 consisted of eight items relating to shyness; its reliability coefficient was .37. Part four contained the inventory's remaining 33 items and achieved a reliability index of .79. This higher part reliability may be partly a function of the greater number of items constututing this part score.

In another attempt to probe the consistency of response, we identified three series of similar items on the Coopersmith Self-Esteem Inventory that contained multiple ratings by the same rater.

In each of these three item clusters, means and standard deviating were calculated to enable one to assess the extent of the variance within each item cluster.

The first cluster consisted of five items related to the timid/outspoken nature of the student. The M was 3.35 and the SD was 1.19 (N=23).

The second cluster consisted of 7 items relating to a child's sense of rejection/acceptance at home. The M was 4.81 and the SD was 1.75 (N=21).

The third cluster of five items related to a child's sense of failure/success in school. The M was 3.95 and the SD was 1.25 (N=22).

In each of these three item clusters, an examination of the SD in relation to the M suggests a reasonable amount of consistency of response. The SD ranged from 32% to 36% of the mean in each case.

As further measure of the consistency of response, intercorrelating among the three series were calculated. The following matrix presents the results of this.

While all three correlating were significant at the 10 percent level of probability, the strongest association was between cluster 2 and cluster 3 (R=.73), and followed by cluster 1 and 2 (R=.40). This would suggest that a sense of rejection/acceptance at home is more related to a sense of failure/success in school than either is related to whether the child is timid or outspoken, although there is more association between a sense of rejection/acceptance at home and whether the child is timid/outspoken than between school success and timidity/outspokenness.

Peck et al.'s Social Attitudes Inventory

This instrument had a mixed administration. Most were administered as a group, bilingually, by the children's regular After School teacher. There were problems. Most of the teachers found it to be too long and too complex. The younger children could not make a distinction between "Am I like..." and "Do you want to be like..."

Most of the children had difficulty in projecting themselves into the third person and had to have the questions translated into their own experience. For instance, #1 about the class bully had to be translated into, "You know, when the bigger kids come around and bother you..." or #11, "When Carl broke the vase..." had to be translated into, "If you broke a vase..." Very often there were vocabulary items unfamiliar to the children, e.g., "spilled ink" in #7 (since the children are mostly unfamiliar with fountain pens), "vase" in #11, i.g., what you put flowers in, "criticized" in #14 had to be explained, etc.

For whatever reason, the children found this instrument to be tedious, even when it was individually administered, and one got the feeling they were often just giving answers rather than thoughtful responses.

As the experiences of the test administrators would lead one to expect, the Cromback alpha test reliability index for this instrument was somewhat modest: .60 (N=24). The standard deviation was 4.34 and the standard error of measurement was 2.73. The inventory contained 40 items.

An examination of the alpha reliabilities for this instrument's subtests proved to be especially interesting. Two subtests, total passive coping and total passive defensive, achieved reliabilities (.50 and .41 respectively) that were considerably higher than two other subtests, total active coping and total active defensive (.14 and -.11 respectively). Each of these four subtests contained 10 items. This higher reliability for "passive" coping over "active" coping is further illustrated in the alpha coefficients for "total active coping" (20 items) compared to the "total passive coping" (20 items). The "active" alpha reliability was .32 while the "passive" alpha was .57.

Karp and Konstadt's Children's Embedded Figures Test

This was the best designed of all the instruments, the only one that was exactly age-appropriate for our entire range of ages, 6-13 year olds. Its purpose was to measure field independence. Everyone, from the youngest to the oldest, enjoyed using this instrument (and the researcher enjoyed administering it). Many of the children would do it a second and third time just for fun.

The researcher presented this activity as a puzzle or a game and as a learning experience. The emphasis was on figuring out each item and on learning how to figure out each item, not on getting the right answer; the means, not the end. Each child was allowed to continue to work on an item until he or she had brought it to a satisfactory conclusion with or without the researcher's help. However, only the child's unprompted initial response was used for scoring purposes.

The Cromback alpha reliability coefficient for this test was .61 (N=24). The standard deviation was 3.52 and the standard error of measurement was 2.19 (from a 25-item test with maximum score of 25). The two subtest scores were both too unreliable to use independent of the total test score, .32 and .40 respectively. Forty percent of the items fell between an optimum difficulty level of .40-.70; 32% of the items had a difficulty index of under .40 and 24% had a difficulty index over .70.

The relatively modest total test reliability (.61) is respectable in an instrument containing only 25 items. In the subtest discrimination index (the correlation between how a student answered the item and the past scores to which the item belonged) five of the first subtest's 11 items achieved a discrimination index of .40 or more; likewise, five of the second subtest's 14 items reached or exceeded .40.

The total test reliability was sufficiently high to suggest that the test may be useful, especially when used in conjunction with other assessments. Reliability might very well increase with a larger sample.

### Diaz-Guerrero's Short Form of the Filosofia de Vida

Originally we were going to administer this short form to the youngest children only, but the longer forms were so tedious we ended up administering this form to 16 of the 24 children in our case study. The short form is made up of items from Diaz-Guerrero's long form of the *Filosofia de Vida* which in turn shares items with Peck et al.'s Views of Life instrument.

This short form was comfortable to administer. We translated it into English and administered it once in each language to check for effects of language of administration on the consistency of verbal choice of coping strategy. A typical item would require the student to choose between one of two statements: "(a) if you think your father's orders are not reasonable you should feel free to question them; (b) one should always obey your father's orders"

In our administration of Diaz-Guerrero's *Filosofia de Vida* (short form), the Cromback alpha reliability was a disappointing .36 (N=16). The standard deviation was 2.91 and the standard error of measurement was 2.32 (out of 28 items). Worse, two of the subtests ("cautela pasiva" and "independencia") had negative coefficients. The one subtest that approached moderate reliability (.50) tested "control interno activo."

An IRD English version of Diaz Guerrero's short form was administered to 11 students. The alpha reliability was .40, slightly higher than the Spanish version of the same test. The standard deviation was 3.00 and the standard error of measurement was 2.32. Again, two subtests had negative coefficients although only one ("independence") reached a negative coefficient in the Spanish version of the test. The other negative coefficient was "active self-assertion." The subtest achieving the highest reliability (.38) was "passive control."

The overall reliability of the Spanish and English versions of the test were both similar and low, and an examination of the subtest reliabilities indicates that the student responses to the two tests were substantially different.

### Peck et al.'s Views of Life Questionnaire and Diaz-Guerrero's Filosofia de Vida

The Diaz-Guerrero instrument is an earlier form of Peck et al.'s Views of Life instrument. Both instruments were too long and too abstract for 6-13 year olds, and most often the content of the concrete questions was out of the realm of experience of our 6-13 year olds. The original version of this instrument had been used on 10-14 year olds, but these later versions have been normed on adolescent and college-aged subjects. These instruments were designed to measure aged subjects. These instruments were designed to measure coping ability.

We administered this 48-item test to 11 students. The alpha reliability for the total test score of this longer test version was .79. The standard deviation was 6.44 and the standard error of measurement was 2.95. This relatively high reliability is somewhat suspect, however, since some "zero" scores on several subtests were excluded from the alpha statistics.

Peck's Views of Life long form yielded nine subtest factor scores, three of which had negative coefficients: self vs. other solver, earned vs. bestowed status, and state of reality. The subtest with highest reliability was self vs. joint implementation (.54).

Peck et al.'s Behavior Rating Scale (BRS)

This questionnaire proved to be very difficult to administer. Students filled one out on themselves and on each other, and teachers filled one out for each student they knew well. Even the teachers returned forms with two x's marked for each question rather than only one. The eleven questions ought to be twenty-two questions because they are two dimensional continua, i.e., to use item #1 as an example, it would not be impossible for a person to look for help very much of the time, but to figure out his own problems some of the time.

These were administered individually by the field researcher or one of the After School Program teachers, and we asked the children to make their selection as follows:

1) Does person X look for help (to use #1 as an example) or figure out his or her own problems?

2) Do they do this most of the time, some of the time, or half/half?

Switching the positive and negative poles are also confusing to the young children. It would appear that what leads to good questionnaire design for adults (e.g., avoiding response sets) may just lead to confusion for children, at least children for whom English is not their first language.

Also, Peck et al. recommend that each student do one form on his- or herself and nine peers selected by the researcher. Nine were far too many for our children to do; they got bored, so we allowed them to do their best friends in the After School Program, between three and five friends if possible.

This instrument provided a behavioral coping rating for each individual in a self rating, by one or more peers, and by one or more teachers.

In spite of the difficulty of administration, a modest amount of reliability was obtained by the instrument for self and peer ratings, and a higher reliability was achieved for teacher ratings.

The alpha reliability coefficients for the self rating was .61 (N=24), with a standard deviation of 6.31 and a standard error of measurement of 3.92.

The alpha reliability for the peer ratings was .63, with a standard deviation of 6.20 and a standard error of measurement of 3.79.

The alpha reliability for the teacher ratings was .79, with a standard deviation of 5.67 and a standard error of measurement of 2.61. An average of 2½ teachers rated each student.

### Other Teacher Evaluations

Teachers completed multiple evaluations that both the child's day school teacher (where available) and the After School teachers filled out for each child they felt they knew well enough to do an in-depth evaluation on. The principle field researcher gave directions for the evaluations to all the After School Program teachers at a staff meeting. This meeting was also attended by one of the day schools' ESL teachers who in turn gave the directions to the other day school teachers and oversaw the completion of the evaluations by those teachers. The teachers were paid a modest honorarium to do this task.

### Teacher Grades

One of these evaluations consisted of the student's grade point average, where available for their work during the regular day school. This information was provided by the regular day school teachers.

### Ruben's Intercultural Adaptation Scale

Another assessment, Ruben's Intercultural Adaptation Scale, required teachers to evaluate (usually on a scale of 1-5) students across nine traits (items) such as empathy and role behavior. Since different teachers rated the same children, we calculated the item analysis on the mean teacher ratings for each child. The Cromback alpha reliability was .87. The standard deviation was 5.51 and the standard error of measurement was 2.01. The inclusion of this instrument in the present evaluation marks its first application to children. This high reliability was especially surprising given the low number of items (9). All but one of the items achieved a discrimination index of over .50.

### IRD Teacher Rating of Students

We developed a 12-item "Teacher Rating of Students" form which was completed by at least one teacher, and an average of 2½ teachers, for each student (N=24). The alpha reliability coefficient was .61, with a standard deviation of 5.36 and a standard error of measurement of 3.35. Ten of the 12 items achieved a discrimination index of .40 or better. The two items which did not discriminate were "Satisfactorily completes homework" (-.22) and "How far should a student go in his/her schooling" (.23).

It was interesting that the regular day school teachers were far less vivid in their open comments on the children than the After School Program teachers, and some regular day school teachers made no open comments at all.

Each teacher also appeared to have a somewhat idiosyncratic pattern of constructs by which he or she evaluated the children, attentiveness and English proficiency being two such constructs.

The eliciting of teacher expectations for classroom behavior and descriptions of their own behavior if their expectations are not met (the last section of the Teacher Classroom Expectations) was done one to two weeks after they completed the initial evaluations.

Coopersmith Behavior Rating Form

This 13-item instrument asks raters (teachers) to scale students on items such as "Does student adapt easily to new situations?...seek much support and reassurance from his peers or a teacher?...when scolded does he become aggressive or sullen?" All 24 students were rated by an average of 2½ teachers.

The Cromback alpha reliability for this instrument was .46, with a standard deviation of 3.84 and a standard error of measurement of 2.82. (This analysis was based on the mean teacher rating for each student.)

Ramirez and Castaneda Child Rating Form

This instrument seeks to measure whether a child's cognitive style is "field sensitive" or "field independent." It asks the raters (teachers) to scale (1-5) students on items such as "Is sensitive to feelings' and opinions' of others," and "Deals well with math and science concepts." Eleven items measure field sensitivity and eleven items measure field independence.

The total test (22 items) Cromback alpha reliability was .87, with a standard deviation of 12.48 and a standard error of measurement of 4.59, and the total test discrimination indexes were high: 18 of the 22 items achieved over .50. About 2½ teachers, on the average, rated each student.

The subtest reliabilities for both field sensitive and field independent behaviors was .81.

Peck et al.'s Sentence Completion Instrument

The children enjoyed this instrument, perhaps because of its more active format, in that they were creating responses, not just choosing between existing responses. The bilingual research aide administered this activity. Children were allowed to respond in either or both their languages, and the stems were often translated as well. A typical item reads, "When I get worried, I..."

Questions that were often not understood at all or were misunderstood were:

1) #4, the word, "depressed;"

2) #9, the word, "criticized;"

3) #30, the expression, "to let go," and

4) #32, the expression, "being put under pressure."

Three raters independently coded the open-ended responses of this instrument. While interrater reliability was not calculated, there were few instances of initial disagreement concerning the best response category; all these rare cases of disagreement were quickly resolved. The student responses and our categorization of the responses were then sent to Dr. Peck who, with his co-workers, reviewed our coding. There were no cases of disagreement.

## Taped Student Interview

For a copy of the Taped Student Interview, see Appendix B. Included in each item is the rationale for its inclusion in the interview.

The interview was too long and too dense for a single session. With such young children, items #12, ("Do many friends and relatives come and visit you from...?") #27-33, ("What people are most important to you? What are they like...?") #42-46, ("Tell me about what you did (in the Clay Array)...?") #52-55, ("How are you supposed to behave? How would you like to behave? How do you behave?") #56-57, ("What do you do if you disagree with...parents/teachers/-friends...?") and #61-66 ("The trouble with_______is...; they are like that because...; it would be better if...;..") almost require a separate session each to be dealt with adequately.

Items #42-51 were essentially the verbal processing of non-verbal expressions (modeling with clay and drawing). Ideally, this verbal processing should have occurred immediately upon completion of the non-verbal activity. Even though we took pictures of the "clay arrays" and wrote down brief descriptions by the children of what they had done, they had "forgotten" a lot about what they had done and why by the time we talked about their efforts in the interview. The same was true of the drawings, even though we had their original drawings in their folders to show them. However, considering the time constraints we felt we chose a reasonable alternative to the ideal.

There was a big surprise in item #19, "Who are your models? your heroes?" Very few children could name a model or hero, i.e., someone, anyone, famous or a personal friend, whom they would like to be like. We found this startling.

In items #52-55, good and bad behavior are most readily described in very general terms, e.g., "I would act 'nice.'" When asked to give examples of good and bad behavior, concrete negative examples were much more readily described than concrete positive examples.

As an activity, this taped interview was very well received. Most of the children enjoyed the technology and enjoyed hearing themselves on the tape. In fact, hearing themselves was an effective "carrot" ("Let's finish two more questions, then you can hear yourself...").

Deck of Myself

The original proposal planned for students to sort a set of statements about themselves (each statement on a card, each representing a statement the student had made about him- or herself during the course of the study). However, it became apparent that this would be too complex an activity for the children in the age range of our sample given the consistent difficulty the children had in projective types of manipulation. The statements were to have been sorted according to behavioral demands of parents, teachers and peers. Thus, a second reason for not pursuing the "Deck of Myself" activity was that there were so few significant differences in behavior demanded by parents and teachers and such a pervasive understanding among the children themselves that peer demands were not necessarily to be paid attention to (as revealed in Coopersmith's Self-Esteem Inventory and the Taped Student Interview) that the dynamics pertaining to the resolution of differences in demands which the instrument was designed to elicit may not have emerged.

Parent Interview

An After School Program straff member and aide (to the youngest children) administered in Spanish all but three of the Parent Interviews; these three were done by the field researcher with linguistically English-dominant parents. Because of parental work schedules most of the interviews were conducted over the telephone. Before telephoning began, a letter was sent home to the parents to tell them who would be calling and why. (See Appendix IV for copies of both the letter and the interview form.) In almost every case it was the mother who participated in the interview, and one third of the interview time was often spend reassuring the parent that the information given was for research purposes only.

The interviewer, besides being an After School Program staff member, was also a member of the community and could personally vouch for the researchers' intents. The parents did not object to any of the questions on the interview form, but question #9, "¿Qué situaciones le dan problemas a su hijo?" was not understood by many even when it was rephrased.

The Cromback alpha reliability coefficient for the parental interview was .72 (N=15). The standard deviation was 4.55 and the standard error of measurement was 2.39 (out of 13 items). The six items that asked the parents how the child got along with different people achieved an especially high reliability of .92. The alpha reliability for the other seven items was much lower, .39. Parents expressed overall a very positive view of their children's social skills.

## Reliability and Item Analysis Summary

Cromback alpha reliability indexes for 15 assessment instruments indicate that for our sample of 24 Hispanic children, aged 6-13, three of the instruments (Coopersmsith Behavior Rating Form [teacher], Diaz-Guerrero's Filosofia de Vida, short form, and IRD's translation of Diaz-Guerrero's Filosofia de vida, short form) yielded alpha reliabilities that were too low (.46, .36, and .40, respectively) to form the basis for hypothesis generation..

Moderate reliabilities were obtained for four other instruments: IRD Teacher Rating of Students (.61), Peck's

Behavior Rating Scale (.79 [teachers], .63 [peers], and ,61 [self]), Children Embedded Figures Test (.61), and Peck's Social Attitudes Inventory (.60).

A high degree of reliability was achieved for five instruments: Ramirez and Castaneda Child Rating Form-Field Sensitive Observable Behaviors (.81), Ramirez and Castaneda Child Rating Form-Field Independent Observable Behaviors (.81), Ruben's Intercultural Adaptation Scale (.87), Peck's Views of Life, long form (.79), and IRD's adaptation of Coopersmith Self-Esteem Inventory (.89).

# CHAPTER 3

# ASSOCIATION BETWEEN SELECTED DEMOGRAPHIC VARIABLES AND MULTICULTURAL SOCIAL COMPETENCY SCORES

## Association of Demographic Variables with Assessment Scores:

Assessment Scores NOT Associated with Demographic Variables. Three-fourths of the 48 assessment scores examined for association (F values) with each of the 10 selected student demographic variables indicated no statistically significant association. (Throughout the present study, "statistical significance" means the variable in question reached or exceeded the .05 level of probability.) The ten demographic variables analyzed are the following: (1) sex, (2) grade level, (3) number of months of residence in the U.S., (4) place of mother's birth, (5) place of father's birth, (6) place of student's birth, (7) number of siblings, (8) rank sibling order, (9) home language(s), and (10) language(s) used with peers. (The variables are represented by number in two tables in this chapter. The numbers in the tables correspond to the numbers just assigned the variables. For example, "2" represents "grade level.")

The following scores were not significantly associated with any of the aforementioned 10 variables:

IRD Parent Interview: How Child Gets Along at Home...

IRD Parent Interview: Gets Along with Peers...

IRD Parent Interview: How Child Does in School...

Who Am I?: Presentation of Self

Role Model

Ethnic Self Identity

Personal Interview: Role Taking

Personal Interview: Richness & Quality of Response

Who Am I?: Complexity of Response

Personal Interview: English Oral Fluency

Personal Interview: Response Type

Peck's Behavior Rating Scale: Peer

Peck's Social Attitude Inventory: Total Coping

Peck's Sentence Completion: Task Achievement

Ethnographer's Daily Coping Behavior Rating

Peck's Views of Life

Language Use: Peers

For the 32 assessment scores that were significantly associated with one or more demographic variables, 16 scores were associated with only one variable, seven scores were associated with two variables, and eight scores with three variables. No single assessment score was significantly associated with more than three of the 10 demographic variables.

Locus of Assessment. Ratings whose locus of assessment was parental (mother) or peer, or to a considerable extent self, were most free from association with demographic variables. That is, in these assessments sex, grade level, etc. did not affect the ratings. Teacher ratings, on the other hand, tended to be associated with the demographic variables. Teacher ratings of our sample tended to favor females and students whose mothers were born in the U.S., South or Central America, in that order.

Sex. The gender of the student was associated significantly with test scores in four of the 48 assesssment scores: IRD Teacher Evaluation: School, Ethnic Self Identity, Ruben's Flexible Interaction Style: Empathy, Peck's Sentence Completion: Interpersonal Relations.

Grade Level. This variable was associated significantly with but one score: Peck's Behavior Rating Scale: Self.

Months in the U.S. The number of months a student had resided in the U.S. appeared to be associated significantly with four of the 48 assessment scores: Teacher Rating: Oral English, Peck's Behavior Rating Scale: Self, Peck's Sentence Completion: Authority, Language Use at Home. The predictive power of this variable can be expected to increase substantially by grouping the number of months into fewer categories, each category embracing a longer timespan.

Parents' Birthplace. In 17 of the 48 scores for which F values were calculated, either the mother's or father's country of birth was predictive of the child's assessment score. In three of these 17 instances, both the father's and mother's birthplace were predictive of the same scores. Place of parents' birth was second only to home language in the frequency of its association with test scores.

Student's Birthplace. The birthplace of the student was somewhat less predictive of assessment scores than was the birthplace of either parent. The country of the student's birth was associated with test scores in six of the 48 instances, while parental birthplace was associated with scores in 17 instances.

Siblings. The number of brothers and sisters a student had was associated significantly with test scores in three of the 48 assessment scores: Achievement Test: Reading, Achievement Test: Mathematics, Embedded Figures Test. The rank order of the student with respect his/her other siblings was associated significantly with assessment scores in two instances: Achievement Test: Reading, Language Use in School.

Language Use. The language of the student's home was the single demographic variable most associated with assessment scores. This was the case in 11 of the 48 scores: Coopersmith Self-Esteem Inventory: Peer, Teacher Rating: How Effective Student is at Home, IRD Teacher Evaluation: School, Coopersmith Self-Esteem Inventory: Total Test, Coopersmith

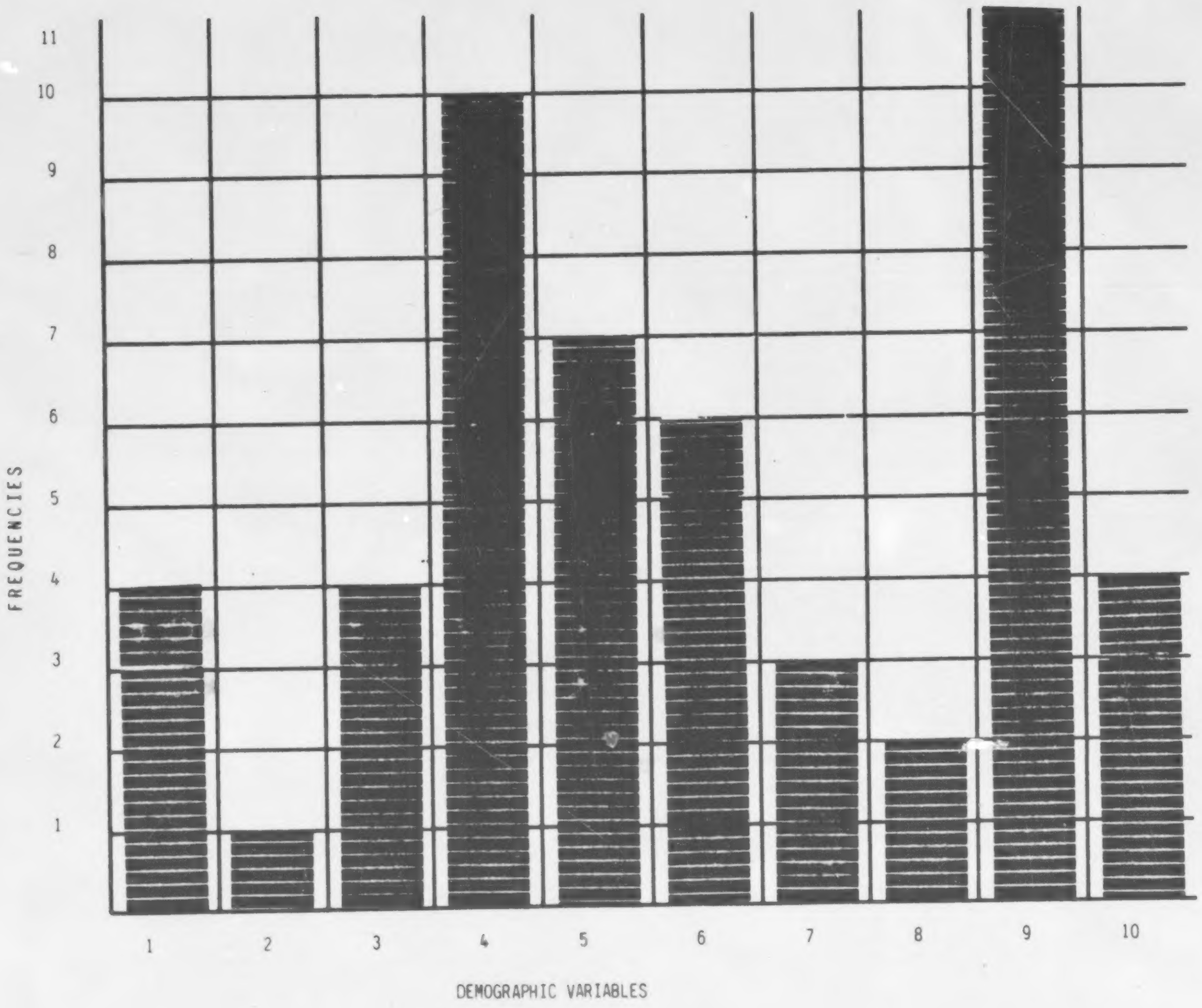
Behavior Rating Scale: Teacher, Ramirez & Castaneda Field Independence, Teacher Rating: Oral Spanish, Teacher Rating: Oral English, Ruben's Intercultural Adaptation Scale: Total Test, Peck's Behavior Rating Scale: Self, Peck's Behavior Rating Scale: Teacher, Language Use in School.

Peer language, on the other hand, was significantly associated with assessment scores in three of the 48 scores: Student Knowledge of Family History, Ruben's Flexible Interaction Style: Empathy, Personal Interview: Attentiveness.

The frequency with which each of the 10 demographic variables was associated with assessment scores is graphically portrayed in Table 3. The frequency is listed in the column (1-11) and the variables are indicated in the row (1-10).

## TABLE 3

## FREQUENCY OF ASSOCIATION OF VARIABLES AND SCORES



A discussion follows that outlines the way demographic variables were associated with approximately one-fourth of the assessment scores. (The scores of the other three-fourths were not significantly associated with the project's 10 demographic variables).

SITUATIONS:

Grade Point Average. Children whose parents were born in Central America tended to get the highest grade point averages. There was a slight tendency (p=.18) for females to get higher grades.

Standard Reading Achievement Test Scores. Achievement test scores for reading were significantly associated with three demographic variables: father's place of birth, number of siblings and sibling order. Higher scores were associated with children whose father's were born in South America or "other", and with children who were the first or last sibling. Number of siblings, which significantly associated with scores, did not suggest any clear trends.

Standard Mathematics Achievement Scores. Achievement scores in mathematics were significantly associated with one variable, number of siblings, but no clear trend was evident.

Personal Interview: General Social Competency. This score was associated with students who were born in the Caribbean and Central America.

DISPOSITIONS:

Coopersmith Self-Esteem Inventory: Self. Higher scores were associated with students born in South America and the Caribbean, and for students whose fathers were born in "other" (N=1) or South America. Students whose home language is solely Spanish, or a combination of Spanish and English, tended to get higher scores than students who claimed to speak only English at home.

Student Knowledge of Family History. Students who indicated the most familiarity with their family histories tended to speak both English and Spanish with peers.

Embedded Figures Test. One student with over 10 siblings scored highest on this measure of field independence.

Ramirez & Castaneda: Field Independence. In this teacher rating of a child's classroom behavior, higher scores on the "relationship to peers" subtest were associated with mother's raised in several countries (N=1) or who were born in South America (N=4), in that order. On the subtest measuring "personal relationship to teacher," higher scores were associated with males (mean of 5.71 for males compared to 4.33 for females). On the subtest measuring "instructional relationship to teacher," higher scores were associated with males; there was a slight tendency (p=.16) for first grade students to get higher ratings. One subtest asked teachers to identify "characteristics of the curriculum which facilitate learning." The three items probing this asked whether the student dealt well with math and science concepts, whether learning was based on a discovery approach, and whether the details of concepts were emphasized. Students scoring high on these items tended to be born in the U.S.; there was a slight tendency (p=.17) to favor students who spoke only English with peers.

Higher total test scores for field independence tended to be associated with students whose home language was something other than English or Spanish (N=2) or solely Spanish (N=16). There were slight tendencies to favor male students (p=.08) and students who spoke only English with peers (p=.20).

Ramirez & Castaneda: Field Sensitive. On the "relationship to peers" subtest, higher scores were associated with students whose mothers were born in the U.S., South America, and the Caribbean, in that order. There was a slight tendency on the subtest measuring "personal relationship to teacher" to favor children whose mothers were born in the U.S. and, to a lesser extent, the Caribbean (p=.06), female students (p=.07), and students who used only English with peers (p=.10). The subtest on "instructional relationship to teacher" was significantly associated with female students and with students whose mothers were born in the U.S. There was a very slight tendency (p=.16) in the "characteristics of curriculum which facilitate learning" to favor students whose mothers were born in the U.S. or Mexico, in that order.

High total test scores for field sensitive behavior were significantly associated with students whose mothers were born in the U.S. (N=4). Slight tendencies to favor females (p=.13) and students who only used English with peers (p=.11) were also indicated.

BEHAVIORS:

Teacher Ratings of English Fluency. High English fluency was significantly associated with longer sojourns in the U.S., with mothers born in the U.S., and where the home language was something other than English or Spanish (N=2) or a combination of English and Spanish (N=4). There was a slight tendency (p=.16) for English fluency (oral, reading, written) to be associated with students who only used English with peers.

Ruben's Intercultural Adaptation Scale. The total test score of this measure was associated significantly with students who spoke something other than English or Spanish at home (N=2) and with students who spoke solely Spanish at home (N=16). There was a slight tendency (p=.06) for females to score higher.

Personal Interview: Attentiveness. The general quality of attentiveness during the oral interview was significantly associated with students who spoke both English and Spanish with peers.

Peck's Behavior Rating Scale: Teacher. The highest teacher ratings were given to students who spoke solely Spanish at home.

Peck's Social Attitudes Inventory. This student self measure yielded eight subtest scores, three of which reached statistical significance for one or more variables. Higher scores on the "active defensive factor" were associated with students in grades one and two. The "total active" factor favored females (mean of 9.33 for females compared to 6.27 for males). (There were slight tendencies for females to score higher on the "passive coping factor" (p=.13) and on the "total passive" factor (p=.12), and on the "total coping" score which combines the active and passive coping scores [p=.09].) The lower the grade level the higher the score on "total defensive", a combination of "active defensive" plus "passive defensive."

Peck's Sentence Completion. The total coping effectiveness score was associated significantly with two variables: father's birthplace and student's birthplace. Students tended to score higher when their fathers were born in a country other than the U.S. or Latin America, or in Central or South America, in decending order of importance. Students born in Central America or the Caribbean tended to score higher.

The extent to which students tended to cope with authority was associated with the number of months the student had resided in the U.S. Those who did best had been in the U.S. either less than 60 months (N=11) or more than 100 months (N=2). The lowest scoring group had resided in the U.S. between 80 and 100 months (N=4).

Skill in coping with interpersonal relations was associated with two variables: sex and mother's place of birth. High scores were associated with females and with students whose mothers were born in South America (N=4), the U.S. (N=4), or "raised in several countries" (N=1).

Skill in coping with agression was associated with students who were born in Central America (N=7) and South America (N=3).

Coping effectiveness with anxiety was associated with students born in Central America (N=7) and Mexico (N=3). Least effective in coping with anxiety were students born in the U.S. Students whose fathers were born in "other" (N=1), Central America (N=9), and the Caribbean (N=6) tended to score highest.

## SUMMARY:

Table 4 indicates the level of statistical association between 48 selected assessment scores and the 10 demographic variables. Only instances where the statistical probability reached or exceeded .20 are recorded. (In the above discussion, statistical significance was defined as reaching or exceeding the .05 level and only occasionally were instances of less than that level mentioned.) The key to decifering the assessment code numbers (1-49) follow Table 4.

## TABLE 4

### ASSOCIATION OF SELECTED TEST SCORES WITH TEN BACKGROUND VARIABLES
(Cells indicate level of probability [F values])

| Test No. | SEX 1 | GRADE LEVEL 2 | MONTHS IN U.S. 3 | Mother's Birthplace 4 | Father's Birthplace 5 | Student's Birthplace 6 | NUMBER OF SIBLINGS 7 | Rank Order of Sibling 8 | HOME LANGUAGE 9 | PEER LANGUAGE 10 | Test No. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | — | .11 | — | — | .06 | — | — | — | .05 | — | 1 |
| 2 | — | — | .16 | — | — | — | — | — | — | — | 2 |
| 3 | — | — | — | — | — | — | — | .15 | .04 | .17 | 3 |
| 4 | — | — | — | .03 | — | — | — | — | — | — | 4 |
| 5 | — | — | — | — | — | — | — | — | .10 | — | 5 |
| 6 | — | — | — | — | .04 | .05 | — | — | — | — | 6 |
| 7 | — | — | — | .01 | .09 | — | — | — | — | — | 7 |
| 8 | — | — | — | — | — | — | — | — | — | — | 8 |
| 9 | .03 | — | — | .02 | .14 | — | — | — | .04 | — | 9 |
| 10 | .18 | — | — | .001 | .008 | .15 | — | — | — | — | 10 |
| 11 | .14 | — | .09 | — | .01 | — | .02 | .02 | — | — | 11 |
| 12 | — | — | — | — | — | — | .03 | .06 | — | — | 12 |
| 13 | — | — | — | — | — | .04 | .12 | — | — | — | 13 |
| 14 | — | — | — | .04 | .02 | — | — | — | .001 | — | 14 |
| 15 | — | — | — | — | .14 | .19 | — | — | .02 | — | 15 |
| 16 | .16 | — | — | .11 | — | — | — | — | — | — | 16 |
| 17 | — | — | — | — | — | — | .18 | — | — | .01 | 17 |
| 18 | — | — | — | — | — | — | — | — | — | — | 18 |
| 19 | .04 | — | — | — | — | — | .10 | — | .18 | — | 19 |
| 20 | — | — | — | — | — | — | — | — | — | — | 20 |
| 21 | .004 | — | — | — | .05 | .01 | — | — | — | .04 | 21 |
| 22 | — | — | — | — | — | .17 | — | — | — | — | 22 |
| 23 | — | — | .17 | — | — | — | .20 | — | .16 | — | 23 |
| 24 | — | — | — | — |  | — | .01 | — | .16 | — | 24 |
| 25 | .08 | — | — | — | — | — | — | — | .002 | .20 | 25 |
| 26 | — | — | — | .02 | .18 | — | — | — | — | — | 26 |
| 27 | — | — | .17 | — | .19 | — | — | — | .05 | — | 27 |
| 28 | — | — | .17 | .17 | .18 | .06 | — | — | — | — | 28 |
| 29 | — | — | .03 | .05 | — | — | — | — | .05 | .16 | 29 |
| 30 |  |  |  |  |  |  |  |  |  |  | 30 |
| 31 | .06 | — | — | .13 | — | — | — | — | .008 | — | 31 |
| 32 | — | .12 | — | — | — | .19 | .17 | — | — | .05 | 32 |
| 33 | — | — | — | — | — | .13 | .20 | — | — | .07 | 33 |
| 34 | — | .03 | .05 | .17 | — | — | — | .06 | .05 | .20 | 34 |
| 35 | — | — | .09 | .12 | .11 | — | — | — | — | — | 35 |
| 36 | — | — | — | — | — | — | — | — | .01 | — | 36 |
| 37 | .09 | — | — | — | — | — | — | .09 | — | — | 37 |
| 38 | .14 | — | — | .06 | .05 | .01 | — | — | — | — | 38 |
| 39 | — | — | .02 | — | — | .13 | — | — | — | — | 39 |
| 40 | .03 | — | — | .02 | .06 | — | — | — | — | — | 40 |
| 41 | — | — | — | — | — | .03 | — | — | — | — | 41 |
| 42 | — | — | — | — | .20 | .10 | — | — | — | — | 42 |
| 43 | — | — | — | — | .02 | .03 | — | — | — | — | 43 |
| 44 | — | — | — | — | — | — | — | — | — | — | 44 |
| 45 | — | — | — | .04 | — | — | — | — | .08 | .004 | 45 |
| 46 | — | — |  | — |  | — |  |  |  | — | 46 |
| 47 | .12 | — | .001 | .02 | .05 | — | — | — |  | .12 | 47 |
| 48 | — | — | — | .11 | — | — | — | — | .10 | — | 48 |
| 49 | — | — | — | — | — | — | .19 | .02 | .03 | — | 49 |
| 50 |  |  |  |  |  |  |  |  |  |  | 50 |
| 51 |  |  |  |  |  |  |  |  |  |  | 51 |
| 52 |  |  |  |  |  |  |  |  |  |  | 52 |

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street
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Situations
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Dispositions
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Cognitive Style
Language
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Descriptions
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## KEY TO IDENTIFICATION OF ASSESSMENT SCORES, TABLE 4

1. Coopersmith Self-Esteem Inventory: Home
2. IRD Parent Interview: Home
3. Teacher Rating: Student Effectiveness At Home
4. Coopersmith Self-Esteem Inventory: Peer
5. IRD Parent Interview: How Child Gets Along with Peers
6. Teacher Rating: Student Effectiveness with Peers
7. Coopersmith Self-Esteem Inventory: School
8. Parent Asessment of Child Effectiveness in School
9. IRD Teacher Evaluation: School
10. Grade Point Average
11. Standard Achievement Test: Reading
12. Standard Achievement Test: Mathematics
13. Personal Interview: General Social Competency
14. Coopersmith Self-Esteem Inventory: Total Test Score
15. Coopersmith Behavior Rating Scale: Teacher
16. Who Am I?: Sense of Self
17. Student Knowledge of Family History
18. Role Model
19. Ethnic Self Identity
20. Personal Interview: Role Taking
21. Ruben's Flexible Interaction Style: Empathy
22. Personal Interview: Richness & Quality of Response
23. Who Am I?: Complexity of Response
24. Embedded Figures Test
25. Ramirez & Castaneda: Field Independence
26. Ramirez & Castaneda: Field Sensitivity
27. Teacher Ratings of Oral Spanish
28. Personal Interview: Oral English Fluency
29. Teacher Ratings: Oral English Fluency
30. omitted
31. Ruben's Intercultural Adaptation Scale (total test score)
32. Personal Interview: Attentiveness
33. Personal Interview: Response Set
34. Peck's Behavior Rating Scale: Self
35. Peck's Behavior Rating Scale: Peer
36. Peck's Behavior Rating Scale: Teacher
37. Peck's Social Attitudes Inventory: Total Coping
38. Peck's Sentence Completion: Total Coping Effectiveness
39. Peck's Sentence Completion: Authority
40. Peck's Sentence Completion: Interpersonal Relations
41. Peck's Sentence Completion: Aggression
42. Peck's Sentence Completion: Task Achievement
43. Peck's Sentence Completion: Anxiety
44. Ethnographer's Daily Coping Behavior Rating
45. Diaz-Guerrero's Filosofia de Vida (short form)
46. Peck's Views of Life (long form)
47. Language Use at Home
48. Language Use with Peers
49. Language Use in School

# CHAPTER 4

# CASE STUDY PROFILES

## Introduction:

These case studies are vignettes--more than a snapshot, but less than a feature length film. The case studies provide an attempt to make the children in this study come alive for the reader. The principle field researcher spent five months, three to four times a week, three to four hours at a time with a group of 57 children from 16 countries, of whom twenty-four children from 11 Hispanic countries (including Puerto Rico) are in our final sample. The students ranged in age from 5 to 13 yeard old; 13 were male; 11 were female.

Some of the children were experiencing crises in their lives at this time; others were experiencing periods of intensive integration, and most were someplace in between. The field researcher was privileged to examine a dynamic process involving growing children. The examination was limited, of course, to looking at parts, not wholes, at pieces of a pattern revealed, not to an all-seeing eye, but to a pair of ordinary human eyes, with a very limited range of vision. What has been revealed is not "the truth," but simply just as much of the pattern as was revealed during a finite amount of time. The researcher did not come to know each child equally. For many of the children the key piece, the "rosetta stone" of their behavior, may still be missing, and if tomorrow that piece were revealed, then it is altogether possible that the pieces now in our possession would have to be rearranged into a completely new pattern.

In coping with a multicultural environment and in developing multicultural social competency, the Hispanic children in our sample had fewer problems than we anticipated. The children exhibited a range of competence from the functional to the extraordinary.

The children seem to be aided in their multiple adaptation by the fact that they are living in an Hispanic enclave (diverse as that enclave is) and by the fact that being elementary school children they are at an age when they are learning different social worlds anyway as they go from their family's home to the homes of friends, as they go to school, and as they learn to function independently in the neighborhood.

For these particular children, there are some important overlaps in parents' and teachers' expectations as regards correct behavior. The number of a particular group of culturally different children in a given environment and the degree of contrast between the culture of those children and that of the dominant group seem to affect the ease of multiple cultural adaptation.

The children appeared to us to be "winning," replete with charm, skills and chuzpah. The meaning of some of the surface behavior of the children became clearer as we got to know them better.

The researchers rewarded the children for completing all the instruments in the study and the taped interview by presenting them with gift certificates to McDonalds. Nearly every child in the study from the shyest to the most bold and expressive tried to con the researcher out of more coupons. This behavior apparently resulted from adherence to an Hispanic culture pattern which valued the preferential treatment. Equal is not necessarily fair in Hispanic culture, but rather fairness is accomplished best when the uniqueness of the individual is taken into consideration, i.e., when one is treated as special. Thus, the children in trying to "con" extra coupons were doing so in an attempt to establish or legitimize a "special" relationship with the researcher. The children would say they wanted the extra coupons because "I am special to you."

The researchers had to be alert to the functionality of what on the surface seemed to be dysfunctional behavior. One such behavior was what we came to call the "teasing" response. In the oral interview, for example, the child would respond to a research query with one or more of the following responses:

1) echoing,

   repeating the question posed by the researcher verbatim in exact imitation;

2) spelling,

Y-E-S and/or N-O

("I said Y-E-S!");

3) responding to environmental cues,

i.e., commenting on the researcher's eye-shadow, playing with the tape recorder, etc.;

4) taking control of the interview,

either by interviewing themselves or by interviewing the interviewer;

5) responding with "I don't know"

which answered the question but did not require any effort.

The functionality of this behavior was involved with buying the child time and saving them from embarrassment when they did not know the answer to a question and/or were confused by a question.

In the case studies that follows, the principal field researcher has tried to integrate as authentically as possible the great variety of pieces of data that surfaced in the months that she worked directly with the children.

The multiplicity of patterns that were revealed during this period occurred, as always is the case, within special social contexts.

## The Adams Morgan-Mt. Pleasant Neighborhood

According to a demographic and housing survey conducted by the Office of Latino Affairs and the Department of Housing and Community Development of the District of Columbia (1) 61% of the households in the Adams-Morgan neighborhood are Latino (with 54% classified as White households and 49% classified as Black) and 30% of the households in the Mt. Pleasant neighborhood are Latino (with 32% White households and 36% Black). Approximately 8,315 persons of Latino ancestry here in the Adams Morgan-Mt. Pleasant area or 19.4% of all the residents of these two areas. Only 4% of the Latinos consider themselves to be of European ancestry (most probably consider themselves to be of mixed ancestry). Of the Latinos, 41% are of central American ancestry, 9% of South American, 71% of Mexican, 7% of Puerto Rican, 5% of Dominican, 2% of Spanish, 2.8% of two national ancestries, and 3% of other mixed ancestry.

It will be noticed that the persons of Hispanic ancestry in this neighborhood do not fall into neat categories. For instance, a Caribbean black who speaks Spanish can be identified as both Black and Hispanic. Brown skinned Puerto Ricans who are black and white but who can "pass" also are candidates for multiple categories, as are predominantly native American imigrants from Central America.

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(1)Development Associates, Inc. Housing and Demographic Characteristics of the Adam Morgan-Mt. Pleasant Planning Area and Socio-economic Characteristics of Its Latino Community: Executive Summary. Contract No. 0209-AA-NS-0-0-B2 for the Office of Latino Affairs and Department of Housing and Community Development of the District of Columbia, February, 1980.

(This multiple listing explains why the percentages occasionally exceeded 100% in the above statistics.)

Only 23% of the Latino's finished high school (compared to 40% of the Blacks). The median income of Latinos was $10,037 (compared to $10,237 for Blacks and $19,783 for Whites). Sixteen percent were unemployed, many for more than a year, yet 90% of the unemployed had received no workmen's compensation and three quarters of the Latino households had received no financial or food assistance. Most employed Latinos work either as domestics or in food service establishments. Twenty-nine percent of the Latinos live in rented multi-unit dwellings (apartments), and according to the survey, the two greatest barriers to parents' further involvement with their children's education was 1) the parents' long work hours (49%) and 2) the parents' poor English communication skills (39%).

Besides housekeeping and food service occupations, the parents in our sample also did baby sitting and house painting. For jobs as domestics, women who have a valid visa and a social security number go to house-keeping agencies. The personnel in these agencies rarely speak Spanish. But they depent on word-of-mouth recommendations by their clients to expand their business. Our parent sample, however, also included two nursery school teachers, a skilled industrial worker, a computer technician, a travel agent, and a member of a presidential commission.

The two major outside activities in the families in our sample besides church were 1) sports, and 2) the ethnic/national clubs.

The heterogeneous environment of the Adams Morgan-Mt. Pleasant neighborhood in turn is but a part of the larger metropolitan area of the Dist of Columbia. Washington, D.C. is a southern American city which is also the national capital. It is multiracial, multidialectual, multiclass, and multilingual. People from every region in the country live in the Capital.

Because of its position as a cosmopolitan and international city, even the working class shares in these characteristics, being itself composed in great part of immigrants, refugees, and embassy personnel.

## The Neighborhood Public Schools

Although the schools in the Adams Morgan-Mt. Pleasant neighborhood are used to servicing a diverse population, the tolerance for non-English-speaking children seems to vary from school to school and from classroom to classroom.

Sometimes Spanish-speaking students in this neighborhood run up against an argument which runs as follows: We (Black) have to speak standard English, therefore, you (Hispanic) can, too. Also, whereas desegregation orders have adversely affected bilingual programs in the Southwest, in this neighborhood, dearly won black community schools have been "invaded" by Spanish-speaking children with different community needs with the result that there is often a struggle over scarce resources by both communities.

The culture of the classrooms of the students in our sample, were largely of the Black American emerging middle class. Spanish language skills were never formally evaluated in school.

There is often a conflict between meeting the needs of children struggling to learn a new linguistic form and of those whose high energy must be challenged. This conflict is especially difficult when it is a high energy child struggling to learn a new linguistic form. Ordinarily in this case the task of learning new content in a new linguistic form is best facilitated by a teacher who patiently goes over and over the material until the students "get it," but high energy children generally perform best in an innovative atmosphere not in a repetitive process. This conundrum may have implications for how content is taught in second language classrooms.

(The present research did not include an assessment of public school classrooms; the above remarks are based on out-of-school interactions with the students in our sample and with some teachers.)

The SED Center's programs cover pre-school through adult education and include a Talent Search component for adolescents as well as the After School Tutorial Program for elementary school children. Not only does the Center service a Spanish-speaking population but in its After School Program, it services the children of all recent immigrants who need ESL instruction and/or supervised study and play after school, and in its night classes for adults it responds to the needs of Quechua-speaking and other Latin American Native American adults as well as those who are Spanish-speaking.

Our sample of 24 students was drawn from the After School Tutorial Program.

The student population at the SED Center's After School Tutorial Program is drawn from families from Mexico, Central and South America, the Caribbean, Africa, and Asia. The families are black, white and all shades in between. They speak Spanish, French, English, Quechua, three African mother tongues, and Burmese. The Blacks are from Africa and the Caribbean; they speak English, Spanish and French, as well as Aftrican mother-tongues. The students also came from other metropolitan areas, DuPont Circle, the Northeart, Hyattsville, Maryland, and special enclaves such as embassy row. Yet this cosmopolitan mixture of people reside in what at street level is essentially an American, Black inner-city neighborhood, but one which consists of northern and southern Blacks, as well as those native to the District of Columbia, and this population is largely bidialectual (diglossic).

The 57 children in the After School Program were roughly divided into four groups depending on age, academic ability, and skill in English. Each of these groups had a distinct atmosphere and often quite different goals, and there was a great deal of movement across group boundaries, particularly where age, academic ability, and skill in English did not resonate, e.g., in a very able young child or an older, able child with little skill in English. The fluidity across boundaries gave great flexibility in grouping, but it also made it necessary for the children to deal with yet another set of heterogeneous environments.

The younger children and children with poor English skills (usually recent immigrants) had close contact with bilingual staff, particularly bilingual staff who were community members.

Profiles of the 24 marvelous individuals who comprised our research sample follow. These consist of a narrative description of each child, based on the observations of the principal field researcher (Wasilewski) and on statements made by the child either freely or in response to interactions with the researcher. (Data charts for each child, listing his/her scores on over 100 measures of social competency, are presented in the Appendix.)

## CASE STUDY NO. 1: MATTHEW

Matthew is a high energy, active, charming, outgoing, temperamental, stubborn five-year old kindergartner from a large, fluid extended black family from the Dominican Republic, although Matthew was born in the U.S. He's an impish, good-looking child, always well-dressed, and already a "lady's man."

SITUATIONS:

Home. Matthew's parents do not have much contact with the IED Center or with the After School Program staff, and they did not respond to the request for a parental interview. According to community gossip, Matthew's mother is "one tough lady." Matthew's main caretaker, at least during the day is Juan, his older brother, who is kind, gentle, good-humored and very tolerant of Matthew's sometimes willful behavior. In many ways, Matthew manifests behavior related to "the youngest child syndrome." As it is with so many people in a big family paying attention to him, many of whom find it easier to cajole or humor him rather than make him do what he is supposed to do or what he does not want to do, he has become very adept at getting his own way, especially by means of manipulating his considerable personal charm.

Street. The fact that at home he can get his way through being a charming tyrant has not prepared him very well for the low-status role of youngest kid on the street. He is utterly convinced that any "big boy" he is likely to meet would not like him, would think he was ugly, would call him dumb and probably hit him. However, if Matthew is asked, "Are you ugly or dumb?" a big smile spreads across his face, and he shakes his head no.

School. His ability to manipulate his home environment is causing him a little difficulty in his school environment as well. Although his teacher says he can be kind and helpful when he wants to be, his primary learning task right now is to develop "his ability to work when he does not want to." His high activity level also gets him into trouble, causing him to experience a lot of physical mishaps. He handles these with a great deal of aplomb and is often quite proud of his "battle scars."

DISPOSITIONS:

Self-system. Matthew has high self-esteem but he has a lot to learn about the rights of others, most of which he'll learn the hard way by getting physically put in his place on the street. Physical aggression is presently a main concern. As mentioned above "big boys hit," and he is extremely impressed with the big muscles of a friend of his big brother's who takes him bicycle riding. If Matthew was asked what he would do if he and a friend did not agree, his usual answer, without a moment's hesitation, was "Hit him." When asked on Coopersmith's Self-Esteem Inventory if he gave in easily, he didn't understand the question. When the question was retranslated, "Well, if you and a friend are having an argument, who usually wins?" His answer: "Caleb wins!" (Caleb, Case No. 2, is one of the other kindergartners in the program, his best friend, and is an extremely skilled child in interpersonal interaction.) If he chooses Caleb as his interaction model, he is on the right track.

Empathic Ability. As is not uncommon with five-year-olds, Matthew's empathic ability is nearly non-existent except when he is intent on getting his own way in which case he can very accurately determine where another person is.

Cognitive flexibility and complexity. Because of Matthew's reluctance to do any task that is not his own idea, he scored quite low on most of our formal instruments. Thus, Matthew's considerable imagination was left undocumented since most of it manifested itself in the task avoidance. When he was asked the single question of the "Who am I" instrument, i.e., "Who are you?" His response was, "I don't know." All attempts at prompting a response were met with shoulder strugs and further "I-don't-knows." In total exasperation the interviewer gave up, at which point Matthew said, "Do you like chocolate much?" This was the beginning of an extended attempt to con the researcher out of a dollar to go to the neighborhood store to buy some.

This failed attempt was followed by his "interviewing" the interviewer regarding how many children she had, how old they were, and when he discovered one of her sons was "a big boy," he proceeded to explain his theory, as desribed above, about the nature of all big boys. Earlier the same day he had been disciplined for wrestling (with Caleb) in the classroom. The director of the program gave him the task of writing a line of A's and a line of B's. Matthew sat down and produced the following:

and said, "Hey! See how those two lines meet?"

Cognitive style. Matthew's interest in questions of power and in control over the environment manifests itself in his passion for doing things himself when he was being tested with our formal instruments. He liked to write his own name, make his own check marks or x's, etc. He was only truly engaged in a task when he was actively engaged. His most successful performance was on the Children's Embedded Figures Test which resembles a series of puzzles. He worked quickly, accurately, and with great enthusiasm. Each time he identified the embedded figure he shouted, "Right on!" at the top of his lungs and slapped the table. On the first part of the test, he got a perfect score. On the second part, due to his still short attention span, he became distracted, started fooling around and missed about half the items. He seemed to be able to decode the items very quickly but grew impatient with those items where the embedded figure was not immediately clear to him. He'll probably have to learn to slow down a bit and/or learn "to try-again" when things are a bit difficult. His exuberant performance on this task, however, is characteristic of his love of style and flair.

BEHAVIORS:

Language. Matthew is extremely sensitive to language, is completely bilingual, and appears to learn language like music. During his taped interview, he would repeat the questions asked him intonation perfect. He may, however, not be comfortable with his bilingualism, because he dislikes speaking Spanish with the bilingual teachers and refused to answer the Spanish-language instruments. However, some of this may have to do with his general reluctanct to do anything asked of him, and during the administration of the Embedded Figures Test, he told the researcher that he wanted to be her boyfriend and would "learn her Spanish." On the Sentence Completion instrument when asked what he would do if he had to do something difficult, he said he would do it for his sister. Thus, a key to eliciting cooperative behavior from Matthew is to become one of his favorite people. During his taped interview he corrected the same researcher's pronunciation of his brother's name (with great disgust); "No, no, not One, H-u-ahn!" His active imagination and love of linguistic play was also apparent in his initial responses to the questions about what languages he speaks, where, e.g.

"Do you speak Spanish or English at home?"

"Both."

"What do you speak at School?"

"African."

"Hummm, well, then, what do you speak with your friends?"

"Halahoudou."

Flexible interaction style. As discussed above, Matthew is capable of great flexiblity but as yet only in terms of self-interest. He has great confidence, however, in new situations.

Coping ability and coping style. His general coping ability is potentially very high and flexible, but his charismatic charm is controlling him rather than his being able to selectively deploy it appropriately. When it fails, he whines and cries (with adults) or is physically agressive (with peers), but with his gift of gab, give him a few years.

# CASE STUDY NO. 2: CALEB

Caleb is an unbelievable child, bright, expressive, caring of others, and with an ear-to-ear smile that lights up the world. He is the all around best coper in the group, interpersonally, interculturally, linguistically, and academically. He is supercompetent...with no qualifers...no "for his age" or "considering his situation"...just simply supercompetent. He is not, however, a compulsively perfect child. Like regular six-year olds, he gets restless, bored, distracted, occasionally gets (in his own words) "wild," and sometimes when he arrives at the After School Program at 3:30 he is just plain tired. A school day for kindergartners which begins at 8:30 a.m. and finishes at 6:00 p.m. is a problem for most of them.

## SITUATIONS:

Home. The more the researching learned about Caleb, the more outstanding he became. He was found wandering around the streets of San Salvador, El Salvadore alone at about the age of two and a half and sent to an orphanage. Simultaneously, in Washington, D.C., his adoptive-mother-to-be was struggling with the bureaucracy to allow her to adopt a child as a single parent.

She is white, English speaking (although she speaks some Spanish), Californian, the oldest of four children from (in her own words) a very child-centered family. She is a cellist who did her graduate work in child development, has run pre-school programs, and served as one of the coordinators for the Presidential Commission on the Child and the Family during the Carter administration.

She heard about Caleb at the time he was picked up, and during the six months it took to get the paperwork done, both in the U.S. and in El Salvador, she sent a scrapbook down to the orphanage in San Sanvador asking that someone "read" the scrapbook to Caleb so that he could get to know his adoptive-family-to-be. In the scrapbook were pictures of his adoptive mother, her family (one brother is a violinist with the symphony in Mexico City, and her parents who live in California, were and continue to be extremely supportive of her decision to be a single adoptive parent), her friends, her neighborhood, etc. Her first picture of Caleb was of a very solemn-faced child, and the officials at the orphanage described him as being very withdrawn and that although he did not speak, they believed him to be of average intelligence. After more than six months the paperwork was completed and Caleb's soon-to-be-mother went to San Salvador to pick him up. In preparation for her coming the orphanage put Caleb with a foster family for a couple of days so that he would have some transition between institutional life and family life. Evidently someone did "read" Caleb his scrapbook everynight because when his adoptive mother walked into the foster home, Caleb looked at her, his light-up-the-world-grim spread across his face, and as he ran to her, he called, "*Buenos días, mamacita*!" That was his first smile, and those were his first words since his arrival in the orphanage. His mother says that the Caleb the After School staff has come to know and love is the Caleb she has always known. The withdrawn, silent, non-communicative Caleb is known to her only through the descriptions of the orphanage officials. From the beginning she had Caleb tell her as much as he could remember about his life in the orphanage and before that his life on the streets, and she wrote down everything he could remember. From his life on the streets he remembers a group of children and a girl in a pretty dress who took care of him. His mother thinks perhaps they were a group of siblings, but Caleb has no idea at all about what happened to them or how he came to be alone. His mother is convinced that before some tragedy destroyed the family Caleb was a loved, cared for child, but she is constantly astounded by his lack of anxiety and of hostility. When she asked Caleb why when he was in the orphanage he was so solemn and why he didn't talk to anyone he answered, "I didn't know those people, and I didn't have anything to say to them."

Since Caleb's arrival his mother has adopted another child, a Peruvian girl, who came to her when she was thirteen months old and is now two. Caleb was helped to prepare for the arrival of his little sister by making things for her and sharing as much as possible in the preparations for her arrival. He behaves very responsibly and protectively towards her, although he freely admits that she bothers him sometimes.

His mother emphasizes that what makes a family is that the people in it care for each other and help each other, and that especially since theirs is a one parent family everyone has to help with the work. Thus, Caleb has regular responsibilities at home. His mother's main method of discipline is positive reinforcement of good behavior, particularly of sharing and helping. She required the children to be polite in the house, and the only thing that merits a spanking is lying. Since they live in the city, there are rules about not playing under cars, etc., if these rules are broken, there is a loss of privilege, i.e., not being able to play outside.

The family does a lot together, museums, fairs, etc., and Caleb spends a lot of time with adults, friends of his mother's whom he considers his friends as well and who often participate in caring for the children. He in other ways has had yet other experiences unusual for a person his age, for instance, going to visit his grandparents in California last Christmas. He flew as far as Denver with a friend of his mother's, but from Denver to Los Angeles, he flew by himself. He was still five at the time.

When Caleb took Coopersmith's Self-Esteem Inventory he "editorialized" on some of the items relating to the family, for instance:

1) Item: There are many times I would like to leave home.

Caleb: My mother doesn't want me to leave.

2) Item: My parents usually consider my feelings.

Caleb: Always!

3) Item: No one pays attention to me at home.

Caleb: Everyone does...they're my family!

Street. Like the other five and six year olds in the program, Caleb is learning how to deal with the unenviable status of "littlest kid on the block." He is no longer a baby and so is "eligible" for being picked on by older kids. His mother helps with this in two ways: 1) by talking with all the kids involved in the incident when that is possible and 2) by helping Caleb neutralize anger and negative feelings. After one such incident when she asked Caleb how he would handle such incidents in the future, he said, "Talk, then run away, and then hit." The essential factor though about Caleb's interactions with older and younger children, with age-mates, and with adults as well, is not any difficulty he may be having but the incredible ease with which he interrelates with everyone.

School. In school he is bright, cooperative, and essentially loves to learn. Although in kindergarten in day school, he reads with the third graders in the After School

Program. The following are some of his teachers' comments:

> "Caleb is the coolest six-year-old I ever met, so well-rounded, creative, pleasant. One day I was kidding around, and I called another teacher "dumb," and Caleb said, "Nobody is dumb."
>
> ".....a remarkable six-year-old for his personal maturity, intelligence, awareness of others...very advanced for his age in reading and math...gets restless sometimes but usually his level of concentration and willingness to participate are excellent...in his interactions with teachers he tends to bring out the teachers' personalities as much as his own.

DISPOSITIONS:

Self-system. Caleb's response to the "Who Am I" instrument, i.e., "Who are you?" was, without a moment's hesitation, "a person, a kid, a child." There is an aura about Caleb of a fully mature person temporarily disguised in a six-year-old's body that is overwhelming. It is not so much that his self-esteem is high as that his sense of self is complete (see the Home section above for how this sense of self has been fostered).

On the Coopersmith Self-Esteem Inventory's items specifically about the self he again editorialized:

1) Item: I'm a lot of fun to be with.

   Caleb: Yes, my mother said that.

2) Item: I can usually take care of myself.

Caleb: Always, even if it is dangerous.

In fact Caleb's self-protective instincts are so good, or rather he is so confident in his skills, that he needs warnings not to take unnecessary chances.

In his taped interview when he was asked to describe a Polaroid picture of himself, he was one of the few children in the program to be able to describe the inner, feeling self rather than the outward, physical aspects of the self, and he did this spontaneously, as a first response, with no prompting from the interviewer:

> "He (the child in the photograph, himself) is nice, good, loves people, takes care of people, is good to people, likes people."

It is interesting that he has a mother who, when asked how Caleb behaves when he is behaving well, responded, "Curious, friendly, sociable, interested, thoughtful, considerate, helpful, and funny."

Empathic ability. One can only say that Caleb's empathic ability is outstanding and phenomenal in a six-year-old. How this empathic ability is demonstrated in the ability to take different roles in a situation is particularly note-worthy. When asked to draw a picture of a troubling situation at home, he drew a picture of his mother crying, and when asked why she was crying, he responded, "Because she is lonely." When asked on his taped interview to put himself in his teacher's place when she was having to physically punish a child for misbehaving, he was able to do that with ease, including the reasons why the teacher thought physical punishment was necessary. He was also able to explain why the child was misbehaving in the first place. Notice, also, when he was asked to describe the Polaroid of himself (above) he was immediately able to turn himself into an observer and described himself in the third person.

His consciousness of others manifested itself repeatedly. When going beyond the initial response to the "Who Am I" instrument, Caleb was asked, "What else is important to you." His answer, "Love by my mother, my friends (named names and described them), and my grown-up friends (again, named names and described). He had a unique response to the following Coopersmith Self-Esteem item:

1) Item: I get upset easily at home.

Caleb: Yes, because I have a baby sister. I have to think about her.

The last question on the taped interview had to do with giving advice to a new child at school who was having to learn Engligh. Caleb first wanted to know if he should give the advice in Spanish or English, then he proceeded to role-play both parts, himself and the new child.

Cognitive flexibility and complexity. His mother commented in her interview that she was constantly amazed at his ability "to integrate, to put in context, and to abstract." He talks about the war in El Salvador as a big fight but that after it is over he will go there for a visit. On Coopersmith's Self-Esteem Inventory there were many items with the qualifier's "always," "never," "often," sometimes." Not only did he always understand he importance of these qualifiers, he sometimes argued with them:

1) Item: I always do the right thing.
Caleb: Everybody doesn't always do the right thing.

2) Item: I'm never unhappy.
Caleb: Sometimes I'm unhappy.

3) Item: I never get scolded.
Caleb: Not often.

However,

4) Item: I always tell the truth.
Caleb: Lying don't help.

During the taped interview the children were asked to describe at home, at school, and in the neighborhood. Caleb's ability to articulate the rules were exceptional.

When asked during the same interview what happened when he and his mother disagreed, he responded, "I say, 'That's a good idea; That's a plan'." When the interviewer asked if that meant they talked things over, he replied, "Yes." An example of such a talk session occurred in the presence of the After School Program Director. The discussion centered on whether Caleb should continue at the Adams Community School or go to the International School next year where his mother thought he would have more opportunities.

His mother wanted him to go to the International School, but Caleb said all his friends were at Adams School and in the SED Center's After School Program, that his little sister was in the SED Center's Pre-School Program, and besides, since they were moving back to California in November after his mother's work on the Presidential Commission was finished, he thought it was too much to get used to two new schools in one year, the International School and the one in California. His mother could not fault his reasoning.

Thus, not only is Caleb able to articulate rules, he's able to negotiate them as well. He was also one of the few children in the whole study who was able to go through the entire logical progression in Ranentie's "The trouble with..." elicitation (one section of the taped interview), e.g.

The trouble with (parents, teachers, friends)_______.
They are like that because__________.
Another reason they are like that is__________.
It would be better if__________.
What difference would it make? __________.
What difference would it make to you? __________.

The structure of that item put most of my children off, and they were not able to manage it.

But lest one get the idea that there is no concept too difficult for Caleb to deal with, let us remember his response to another of Coopersmith's items on the Self-Esteem Inventory:

Item: Things are all mixed up in my life.

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Caleb: Sometimes when my Mom says grown-up things.

Cognitive style. Caleb is both field-sensitive and field-independent. He seems equally at home in situations featuring a lot of interpersonal interaction and those featuring independent functioning. His performance on the Imbedded Figures Test was not reflective of his ability because the day he took the test was on of the first beautiful spring days after a long period of rain, the children had been allowed to spend a long time outside, and he looked like he had played hard, with the result that he was very tired and looked like he would have rather been taking a nap. As mentioned before, tiredness among the kindergartners is often a problem in the After School Program, since many of the children of working parents must begin their day so early.

BEHAVIORS

Language. Caleb's mother enrolled him in the SED Center's Pre-School Program upon his arrival in this country so that he would maintain his ability in Spanish. His mother also increased her ability to speak Spanish. The result is that at home both languages are used. Not only is Caleb comfortably bilingual, but in English, he is bidialectual as well, with a command of both Black and Standard English.

Flexible interaction style. Many of the incidents cited above to demonstrate other points also indicate the extend of Caleb's flexible interaction style, e.g., his ability to bring teachers out, his response to the question of how he would handle a bully in the future, the incident of his negotiating with his mother about what school to attend. During his participation in the research project he repeatedly demonstrated his ability to remain on task during the administration of the project's various instruments even when he was bored and/or restless with the sole exception of the Embedded Figures Test given on a day when he was overtired. He also has a self-assessed ability to handle new situations, e.g., his response to this item on Coopersmith's Self-Esteem Inventory:

Item: It takes me a long time to get used to anything new.

Caleb: No, I get it just like that!

Coping ability. Neither the researchers, nor apparently anyone else has seen Caleb handle anything less than well.

Coping style. He continues a reassured independence with a true caring for others, an ability to be aggressive when necessary with a true reference for cooperative behavior. He seems to have acquired all "the best" behaviors and knows how to use them appropriately. His occassional lapses which he explains are caused by his being "wild" and/or "excited" are just enough to remind us that he is after all only six years old.

## CASE STUDY NO. 3: NICOLAS B.

Nicolas B. is a seven-year old Costa Rican who arrived in the After School Program in December speaking no English. He and his family have only been in the U.S. a few months. When he arrived he was a quiet, respectful child, but as his confidence in his new environment increased the true Nicolas emerged, an imp and a clown. He is very witty and creative.

SITUATIONS:

Home. Nicolas has a difficult home situation. He has an older paraplegic brother who also cannot talk, the result of a fall when he was a baby. Nicolas spends a great deal of time with him. Nicolas' mother is a cook at the Costa Rican Embassy, and his father is a taxi driver, but they are separated. His mother brought her sister from Costa Rica to babysit the older boy while Nicolas is in school and while his mother is working, and it is Nicolas' cousin (the daughter of his baby-sitter aunt) who sees Nicolas to and from the After School Program. Also, it was community pressure that caused Nicolas' mother to send him to the After School Program so he would have time to be "just a boy." The cousin who looks after Nicolas is a Jr. High School student who is having her own problems with her entrance into American society, problems centering mainly around the absence of visible structure. She is presently under the impression that everything is allowed. She is in full-rebellion against her mother, has been involved in shop-lifting (bubble gum), and has a boyfriend whom she meets secretly. In spite of all this, she remains very caring about younger children and very responsible for her young cousin. She was a member of our research population but dropped out when the ESL teacher left the After School Program early to join the Peace Corps, because the rest of the program she saw as being designed for two-year-olds.

So, Nicolas' family is under a lot of pressure: a move to a new country, the failure of a marriage, the burden of a permanently handicapped child who required constant care, the burden of which has now fallen upon an aunt who herself is in a constant state of worry because of her own daughter's problems. The aunt apparently gets little relief from any of her responsibilities, finding it difficult to even get out of the apartment for days at a time. In some ways it seems that the mother who is financially supporting her own and her sister's family has left all the psychological responsibility in her sister's hands.

In her parental interview Nicolas' mother could not tell what situations tended to give him difficulty because he spends most of his time with his aunt. When Nicolas displeases her, she says that she talks to him and threatens to tend him to the boarding school where several of the children in the neighborhood are, a school for recalcitrant children and/or for children whose parents cannot care for them (the exact nature of this school is not clear to the researchers). However, she hopes that he goes to university and that, unlike herself, he "will be able to defend himself in life."

Street. Nicolas is not allowed to spend time alone on the street; his older cousin is always nearby looking out for him. With his peers he is very popular; he plays well, and his sense of humor and occasionally zany behavior draw the other children to him.

School. Nicolas' nearly total lack of English has been a problem in school this year. He is a bright child, wants to participate, and is frustrated about making so many mistakes, about not understanding is the first place. He is also not content to sit passively, so as his confidence in his peer relationsnips became established, he, the expert mime, has taken on the role of class clown with a complete repertoire of monster and devil impressions, some funny and some scary. Needlessto say, this demonstration of his talent did not do too much for his academic achievement in second grade. Teachers made the following comments:

"Plays around in class...but between impressions demonstrates a sincere desire to learn...maturation and learning more English will allow more positive partilcipation...-would like to see him in ten years."

"Too creative in non-classroom ways..."

> "Seeks attention by acting like a clown...but he is eager to learn."

The end result was that at the end of second grade he was held back to repeat the year and apparently he is performing more positively.

DISPOSITIONS:

Self-system. At the moment Nicolas seems to be concentrating on being American, learning English, and fitting into his new environment, a not dysfunctional focus at the present time. He does have a sense of his family's history, knows his grand parents, and, of course, remembers Costs Rica. He was also one of the few children in the study who had an adult model and beyond that a model who was a real person, a friend of his mother's who is a painter. On his taped interview this man was the basis for one of his only extended responses. Although at the present moment he may be having some self-esteem problems because he does not know English, it is perfectly obvious that he is not allowing himself to be "lost in the crowd. And he has effectively communicated the fact that he is bright, though temporarily frustrated, to everyone in his new environment.

Empathic ability. The only verbal manifestations of empathic ability were elicited when he talked about the situational pictures he had drawn (good/bad-happy/sad situations at home, in the street, at school). In one he explained a boy was crying because he had been hit; in another a child was crying because he's mad." The latter is a fairly sophisticated statement. Behaviorally, helpfulness is not Nicolas' core characteristic, although he can be helpful. He certainly can psych out what will make other children laugh or emit nervous frightened screeches. So, it is not that he cannot take the other person's perspective, it is that he does so selectively and/or for his own sometimes academically dysfunctional purposes. Also important is that Nicolas talks compassionately about his older brother and never complains about having to play with him. Perhaps that is who was crying in his picture of the child who could not go out and play with the boys.

Cognitive flexibility and complexity. The taped interview in which much of the children's cognitive flexibility and complexity was demonstrated was not effective for this purpose in Nicolas' case because of his inadequate English skills. Although he could have done the entire interview in Spanish he chose to try to do it in English, lapsing occasionally into Spanish or refusing to utter a word. Many of the younger children struggling to learn English as quickly as possible made this choice for the interview, although they did other instruments in Spanish. Maybe the tape recorder made it a more "official" task, and they wanted to be on record as having done it in English.

Nicolas' responses on the interview were appropriate and showed ability, but they were minimal responses, often accompanied by a lot of prompting. What was profoundly lacking in the interview and, therefore, completely non-reflective of the "real" Nicolas was that there was no wit or humor displayed.

A hint of his inner complexness and richness manifested itself in his drawings and in his Clay Array. It is probably significant that he was one of the project's most productive artists, and his pictures told stories (see Empathic ability above). The space was completely filled, and the images were creatively colorful (striped houses, etc.). His Clay Array was unlike those of the other younger children, in that many of them simply made clay discs, drew faces on them, and labeled them. Nicolas made colorful, wispy-looking stick figures (including his older brother sitting in what looked like an inner-tube), all accompanied by a basket of eggs.

In many ways Nicolas seems to be richness and complexity personified, and it is leaking out whenever it can.

Cognitive style. Nicolas, Embedded Figures Test was also not a successful session. He was not paying attention because he wanted to go play on the swings. He politely completed the task, but he was not truly engaged. From his everyday behavior no clear impression regarding cognitive style emerges; he could be either or both field-sensitive and field-independent.

BEHAVIOR:

Language. As has been discussed above, Nicolas is right in the middle of trying to master the English language. His concern for this in some ways hampered his participation in the project. Although most of the instruments were done in Spanish, some he insisted on trying to do in English. His bilingual After School teacher was very impressed with his talent for language, both imitating and generating language, land he would often go out of his way to demonstrate his knowledge of a new English word to the reasercher, as if he were saying, "See, I'm making progress!" It is illustrative of Nicolas' present linguistic space to note his response to the last question on his taped interview about how he would help a new child in school just learning to speak English. "I would speak to him in English," said Nicolas in Spanish!

Flexible interaction style. Nicolas is usually polite with adults, and gets along very well with peers being a humorous leader of sorts. His After School teacher commented that for extended periods of time he does remarkably well in an all-English environment where he can understand very little of what is going on. During the taped interview he was able to pay attention despite constant interruptions that day by other children. And even on his Embedded Figures Test he politely completed the task even though not truly engaged.

Coping ability. Watching Nicolas deal with a new country, a new language, a new school, a new home, and the family pressures that must be swirling around him, one is amazed that he does so well, rather than disheartened that he acts the clown. Somehow that clowning is evidence of surprisingly good balance, spirit, and health.

Coping style. The researchers are at a loss at present where to put wit and humor in terms of coping style which are certainly central to Nicolas' coping strategy. He uses it to relieve tension in situations he cannot change and to initiate action in situations he can change.

## CASE STUDY NO. 4: NICOLAS C.

Nicolas C. is an eight-year old blond, blue-eyed Bolivian. He arrived in the U.S. only five months before the research project began, and so like Nicolas B. was right in the middle of mastering English. When the researcher first met him, Nicolas was a somber, gentle, almost ethereal child, his wide blue eyes fringed with long lashes contributing to a general cherubic impression. He had the same aura about him that many French children have of mannerliness and refinement (his mother is in fact French, though born in Bolivia). However, by May he had in almost all his interactions become a little devil who was in fights constantly, bragged, and talked back.

SITUATIONS:

Home. Nicolas' home situation is complicated. His mother is a French-Bolivian, very refined and elegant with a kind of underlying melancholy in her manner, who although born in Bolivia spent eleven years in France. Her parents now live permanently in Paris. Her husband's parents live in Bolivia, although her husband's father has spent a great deal of time in the United States, living seven years in Maryland. Nicolas' mother came to the U.S. in 1978 after having spent two years back in Bolivia, and the children followed in August 1979. The children's father is an older man, and one gathers that mother and father are now separated, although the father is also here in the U.S. He may have gone to Bolivia in June, but the political situation may have prevented him from doing so. Nicolas' mother's mother, his French grandmother, was visiting her daughter during most of the time of the research project.

Nicolas' mother cares for an invalid woman. Sometimes his sister accompanies her to work. He usually stays with Clara's (Case No. 13) mother on these occasions. He also spent Sundays with his French grandmother.

As cumbersome as this arrangement is there will be no more traveling for five or six years because (to quote Nicolas' mother) "The children are becoming very confused between English, French, and Spanish."

There is also the problem of Nicolas' sister, nine years old but in the first grade, very bright but with a severe learning disability in the perceptual-motor area. Her reasoning ability is superior but she is unable to read or write because of her motor difficulties. She is also subject to epileptic-like seizures for which she takes a preventive medicine. When her mother was asked what she thought she would be when she grew up, she replied, "I do not know if she will live." The sister is a sweet, affective very empathetic child who, for instance, will remember weeks later a teacher's favorite color that she mentioned in passing. She is so bright that she is completely divane of her difficulty and is thus even more hurt and frustrated that she cannot perform well. She loves to please. When asked on her "Who Am I," "What is special about you," she answered, "Doing homework and learning to read." She was dropped from the research population because of her special difficulties.

Nicolas spends a great deal of time with his sister, and they are often each other's only playmates. He is unfailingly kind, gentle, and responsible with her.

In other areas, however, he gives his mother a lot of worry and concern. His fights, his talking back and getting into trouble in school, and his refusal to help with work in the house because "I am not a lady."

Street. Before coming to the U.S. Nicolas lived with his grandparents in Bolivia, and he and his sister were playmates for one another. For Nicolas this meant playing not only with a girl but with someone who was fragile and had to be treated with unfailing gentleness. He then arrived in the Columbia Road neighborhood of Washington, D.C., a mixed black/Hispanic/white neighborhood where for boys anyway being tough is a status variable. Arriving looking like a seventeenth century barogue French angel certainly did not help. Much of Nicolas' presently dysfunctional behavior revolves around "proving himself to the boys." An indication of the kind of behavior he has had to deal with is that fact that Teresa's brother (see Case No. 22), one of the fourth grade boys in the After School Program, beat him up when he first came. This boy is going through his own "acting tough" phase.

School. Nicolas and his sister also go to the same school as Rosalie (Case No. 12) which is more black and less supportive of Hispanic children and less tolerant of the fact that they speak a language other than English, although Nicolas finds his teacher there to be kind. According to his mother, however, he only gets along with his teachers tolerably well. We have no data regarding his grades in day school, his achievement scores, or other teacher evaluations.

In the After School Program he is seen to be bright and quick but presently going through a really rough period. It would seem that once his English skills improve he will be able to vent his aggression more in words and less in physical fighting, that his bragging and talking out of turn will transform themselves into positive participation, and that when he can understand more his concentration will improve.

## DISPOSITIONS.

Self-system. The first time the researcher talked with Nicolas, he was still in his somber, gentle, ethereal mode, and he spoke with overwhelming nostalgia of his grandfather's house in Bolivia and particularly of a country house where he had horses, "Centralla" (Lightning) and "Estrella" (Star). Later, when he drew his situational pictures he drew a picture of his country place as one of his good home pictures because it was "where all were happy." On his taped interview he said he still felt more Bolivian but that it was hard to be in Bolivia now because it was hard to find work.

He also seems to have good feelings about Sundays with his French grandmother while she was visiting here. He would wake up, and they would have breakfast with Cafe au lait.

When asked on his taped interview to describe the Polaroid of himself the Nicolas of the present came to the fore, and said (projecting into the third person):

"He looks like me. He likes to fight, to study, and to have fun.""

And when describing another of his situational pictures (a neighborhood one, featuring a picture of himself) he again mentioned his liking to fight and to do homework. All in all doing well amongst his peers and doing well in school seem to be uppermost in his mind.

When asked what he would like to be when he grows up, he replies, "A clown...with a happy face." This is a fairly stable response, and is the subject of some of his artwork. The whole circus-space is a vivid one for him complete with opportunities to train horses and lions. Perhaps it is a fantasy home while creating a stable place for himself here.

Empathic ability. Acknowledging the linguistic handicap, most of Nicolas' verbal descriptions of others are behavioral and physical. He behaves at present in a rather self-centered fashion without a great deal of respect for teachers or fellow students, but on the other hand he cares for his sister and is responsible for her. He also spoke quite enthusiastically about his uncle's "beautiful new baby," so he has already internalized the Hispanic ideal that babies are wonderful. However, when asked if he could imagine what it would be like to be his father, what would his life be like?

He replied, "My father's always mad."

"Why is he like that?"

"I don't know. It's better if you don't talk to him."

Cognitive flexibility and complexity. Because of his insistance on using English in his taped interview this aspect was difficult to formally evaluate. However, in spite of the language difficulty he displayed good time and distance awareness (what had happened when and where). As has already been discussed his memories of Bolivia are consistently expressed in a particularly vivid fashion, and he has some knowledge of national conditions in Bolivia. His description of his Polaroid was vivid and clear although all behavioral (i.e. fight, study, have fun.) He is also quite creative, in that his pictures have an artistic flair to them and, for instance, in doing the Clay Array, he began "The great fruit basket movement," in that he made a fruit basket out of the clay to represent one of the people important to him, and immediately everyone else was making fruit baskets, too.

Cognitive-style. In doing the Embedded Figures Test, it is interesting that he sought approval for many of his choices; he also occasionally chose too quickly. He seemed, however, to be truly engaged in the task. At one point he even had a discussion with himself on what to choose.

BEHAVIORS:

Language. Nicolas is already bilingual and is now in the process of becoming trilingual (Spanish-French-English). His mother is fully trilingual. Like the other Nicolas (Case No. 3), David (Case No. 10), Andrea (Case No. 11), and Armando (Case No. 9), all his energy is going into English with the result that on his taped interview when he was describing his Bolivian grandfather's house he "forgot" the Bolivian word for gate (which may be of Andean Indian linguistic origin). He is the only child in the study, however, who is in the process of becoming trilingual.

Flexible interaction style. We have already noted Nicolas' gentle, caring behavior with his sister, the fact that he avoids confrontation with his father, his problems with establishing the assertive/aggressive boundary in his relationshilps with his peers, and his difficulties at determining the expressive/rude boundary in his relationship with his teachers. Much of this latter difficulty may be an attempt to force American society into revealing its structure. For culturally French children these structures are very clear and stable. However, he is actively working these in terms of the American context although sometimes painfully so.

Coping ability. Nicolas is coping with French, Spanish, and English, with two culturally different sets of grandparents, with a change in home and country and school, with the break-up of his nurturing family (that of his Bolivian grandparents), and with his parents' separation, plus his responsibilities for his sister, and the need to establish his status in a world of boys which includes individuals different from himself in color, language, culture and class. This is a lot. He is not doing half bad.

When his sister underwent a psychological evaluation at Children's Hospital the bilingual evaluator said that she was struggling with an overwhelming sense of loss as if her whole internal world were disintegrating. Her brother must be going through much the same thing.

Coping style. Nicolas' most prominent coping mode just now is one of active defense, but this in the face of an astounding array of pressures.

## CASE STUDY NO. 5: NINA

Nina is a lovely child with long black hair and eyes that are solemn or warmly aglow. She is kind, quiet, and cheerful with a beautiful dimply smile. She is the kind of child, however, that often gets lost in a crowded classroom, particularly since she is not a behavior problem. Born in El Salvador like her mother, she also has an older brother who was born in Mexico where her father was also born. She is in first grade.

### SITUATIONS;

Home. Nina's father is not or often not in residence. Nina told one of the After School teachers that her mother would not let her father come back because he beat her, and in one of the sad situations she drew for her taped interview was of a man who had lost his job. Her mother works as a maid at night at one of hotels, so Nina and her older brother spend a great deal of time alone together, and it is he who picks her up from the After School Program. He seems to perform his care-taking role with a great deal of gentleness and responsiblity. However, it is still difficult, particularly on days when Nina gets sick and "There is no time to tell her mother." One day it was the After School staff who had to see to Nina's earache because it had gotten bad. The response to the following item on Coopersmith's Self-Esteem Inventory is of interest:

Item: No one pays attention to me at home.

Nina: "My brother does."

However, Nina worries about her mother while she is working and often just pretends to be asleep when her mother comes home. Sometimes, it it is the kind of job where people do not mind little kids around, Nina even helps her mother with her work by emptying trash, etc. As far as discipline is concerned, Nina says she gets spanked, and her mother says she does not speak to her when she is angry with her and rewards her when she is good by taking her places she wants to go and by buying her something she wants. Her mother would like her to go to university, but she really does not care as long as she gets some kind of credential so that "she can go with joy in life," and not have to be a maid/babysitter as is her mother. When the bilingual staff person from the SED Center did the telephone interview with Nina's mother, the conversation lasted for two hours; she so enjoyed talking about her children and her life with someone.

Street. Outside of school Nina is in the company of her older brother who buffers her from having to deal with the street environment all by herself. In school, although she never initiates trouble, she will defend herself, if attacked, both physically and verbally.

School. Nina has severe academic difficulties in school. She came to the Adams school late in the year and could neither read nor do math. She still could not at the end of the year and so was held back to repeat first grade. It may be simply a developmental problem that time may erase, or there may be some kind of learning disability. She is absolutely not a behavior problem. Her After School teachers all say she is obedient, tries hard, wants to do well, and is very pleased when she achieves. Often she will even stay in from playing in the park to work on her numbers or finish other homework. Her major problem with school seems to be a difficulty with remembering what she has learned (see section on Cognitive style). Her older brother has similar difficulties.

If she has a learning disability, it may be complicated by fatigue caused by waiting up for her mother and/or by an emotional difficulty as well. If she has seen physical abuse at home and is often spanked herself, it did not help that she had a first grade teacher who used physical punishment (slapping hands with rulers). As the year progressed the After School staff noticed that Nina's "memory" became worse and worse. According to Nina the teacher hit her because she could not understand her, so that by the end of the year even when the After School staff asked her to do something, she would respond with great gulping cries, as if she feared that should she make a mistake she would be hit. Her responses to the following Coopersmith Self-Esteem Inventory items are revealing:

Item: I never get scolded.

Nina: "My teacher does."

Item: I often get discouraged in school.

Nina: "If it isn't too hard..."

She would not do the Diaz-Guerrero Filosofia de la Vida in Spanish with one of the After School Program's bilingual teachers, but she did do it with our bilingual research aide. The teacher really cares about Nina but is somewhat brusque and impatient in her manner while the research aide was very soft, gentle, and non-demanding.

Nina is also very conscious of not doing well. Her "Who Am I" response was mainly concerned with what one does to do well in school. One day during the After School Program when she had made a reading mistake, two of the other students (neither of whom were themselves particularly good students) laughed at Nina and Nina cried out, "That's why I can't learn!"

It is also important to note that her best friend, whom she talks about a lot, who stuck up for her on her first day of school, is the kind of girl "who knows all the words on the board."

Aside from making a friend, Nina's first day at school, especially arriving late in the year as she did, did nothing to ease her into a new environment or boost her morale. Her first days she was intimidated by two black kids and was hit by another boy, but she did hit him back.

DISPOSITIONS:

Self-esteem. It is possible that Nina arrived with a pretty good sense of self, thus her basic cheerfulness and motivation to keep on trying. However, a much longer time of suffering severe academic failure will eventually undermine her self-esteem.

Empathic ability. Little empathic ability was verbalized, but she behaves on a day to day basis with a great deal of empathy towards others, always kind, caring, considerate, and willing to share, but she does not allow herself to be walked over either (witness her hitting the boy back on her first day of school).

Cognitive flexibility, complexity, and style. Nina sounds distracted in making verbal responses, and it is a different kind of distractedness than that exhibited by Matthew (Case No. 1), Rosalie (Case No. 12), or Clara (Case No. 13) in that Nina is not teasing or playing games of control. She truly seems to lose her train of thought, or at least it becomes extremely disconnected. She does not have a good sense of time, of past, present, and future, and she was one of the few children who did not know when their birthdays were, not even what month it was in.

Her descriptions are physical and concrete and she appears unable to accurately name colors, but she seems to create fantasy worlds for herself which have sometimes been inspired by books read by the teacher at school. Perhaps, she feels more comfortable in a made up world which she controls because she made it up.

As mentioned earlier her teachers say her memory is very short. If she decodes the word "boy" for example, in a reading lesson, she will not remember it when she comes across it in the following line, even with many practices. At the end of first grade she still did not command the sounds of the English alphabet. She sometimes writes words backwards. She seems to be distracted by unusual stimuli and is not able to focus on what is important. Print materials that are poorly printed or mimeographed really give her a problem, e.s. if little is written "!ittle", she interpretes the tiny space in the first "l" as significant, perhaps wondering if it is an upside down "i".

In math, although she can write the numbers, say from one to ten, on the blackboard in order, if you then ask her to identify the number 3, she can only do it by beginning with 1 and counting up.

She received a relatively low score on the Embedded Figures Test. She was often distracted from the correct shape by a bright color, and it was difficult for her to trace the outline of the embedded figure, once discovered, accurately.

However, her long term memories were among the more vivid in this group of children. Her first memory is of her first step on a rug; she remembers with a fond tone her two grandmothers in Mexico, and she gave a vivid description of her rather scary first day of school when she was harassed by the two black children and hit by the both boy.

She certainly would be doing better if she were in a more affectively positive learning environment. She was held back to repeat first grade (hopefully not with the same day school teacher) and seems to be doing better.

BEHAVIORS:

Language. It is difficult to understand why Nina is not in the ESL classes available in day school. Most of the After School teachers consider neither her Spanish nor her English to be very good. She is unable to say which language she speaks where. But she would seem to be one of the children who would most benefit from a positive and supportive linguistic environment, because she seems to be having such difficulty sorting out her bilingualism. Her editorial response to the following Coopersmith Self-Esteem Inventory item is particularly poignant:

Item: My parents understand me.

Nina: "In Spanish they do."

Flexible interaction style. With her peers in play situations she has absolutely no problems. She is also the kind of child adults love to have around because she is quietly companionable. Respectful of adults, kind to peers, and orally adapting quite well to new situations, her only problems seem to be in the area of academic cognition, certainly not in social cognition. She is able, with people with whom she feels confident, to have very frank discussions about most of her problem areas, e.g. academics at school, father at home, her rough first day at school.

Coping ability. She is able to cope with many things, and she continues to try and cope with the things that are truly difficult for her. She has often experienced situations where people have been mean to her without it really being her fault: her parents perhaps being angry with her when they were angry with each other, being harassed on the first day of school, being punished for doing school work as well as she possibly can. The most amazing thing is that she keeps on trying and remains so essentially cheerful.

Coping style. Her manner of dealing with the Embedded Figures Test was interacting. Sometimes she would close her eyes and try to put the cardboard shape on the embedded figure. Is this an example of protecting oneself from failure by attempting the impossible? She also liked to relate "personally" with the instrument, e.s. she had favorite shapes, and she would say good-by to the shapes when we went from one section of the test to another. Is this another example of transforming a difficult "real" space through fantasy into something more bearable?

## CASE STUDY NO. 6: RIKA AND NO. 7: KIRA

Rika and Kira are two sisters, a little over a year apart, aged, at the time of the study, six and eight. Their mother sends them to the After School Program twice a week from an elementary school in another district, mainly to keep up their Spanish. Both were born and raised in Puerto Rico, and when the research began had only been in the U.S. a month.

Their mother is a Black-American, born in Harlem and raised in Philadelphia and Harlem, and their father is a white Puerto Rican. Their parents are divorced now but still good friends, and the girls spend a great deal of time with their father. Their mother has remarried, a more "African" man from the Virgin Islands. The girls are very fond of their assorted parents, step-parents, step-siblings, cousins, etc. and speak very animatedly and warmly of events centered on these relationships both in the U.S. and in Puerto Rico.

The girls did not perform exceptionally well on some of the formal tasks of this study, mostly because since they attended the program only two days a week, they often did two activities in one day. On one occasion they did five tasks in one three-hour session (one of which was the taped student interview) after an absence from the program of one month because of the parents' work schedules. It was also the hottest day of the year. Rika was especially tired and restless. The fact that they performed adequately and were able to at least pay attention and behave well for that long and concentrated a period of time testifies to their maturity for their ages.

They are also extremely attractive children, the older sister being beautiful and socially exceptionally at ease.

SITUATIONS:

Home. Rika and Kira came to Washington because their mother was doing a six-month training program connected with the development of tourism in Puerto Rico and the Curibbean region in general. During this period of time they were staying at their mother's mother's house in an inner city neighborhood. Their life in Puerto Rico had been one of middle class privilege. Living in their grandmother's neighborhood was their first exposure to "core" Black-Americans street culture. The girls' mother was anxious that they should get in touch with this aspect of their multiple identities nd is very pleased with the way they have learned to handle this new world.

The girls' mother is an old hand at negotiating cultural boundaries herself. Although she was born in Harlem, she grew up in the solidly middle class black neighborhood in Philadelphia in the home of her aunt and uncle who was a postal worker. The little girls in that neighborhood "wore braids, freshly polished saddle shoes, and did well in school." At thirteen she was moved back to Harlem to rejoin her parents. Girls of thirteen there did not wear braids and saddle shoes, much less do well in school. To cope with this problem she eventually began going to a friend's house on her way to school to put on her make up and to change into clothes that were more like the other girls'. She doggedly kept on doing well in school, despite pressure to the contrary, until her junior year in high school when she played hooky most of the year. It was her biology teacher who saved her from flunking by arguing with all the other teachers that a straight A student does not suddenly start flunking all subjects without there being a problem somewhere, and that making her stay back a year would just add to her problems. The next year, after her year of rebellion or simply saying to the world, "Give me room!" she was back on even keel and performing well in school. She says that one thing that has always helped her fit in, adapt, get along, is the fact that she has a terrific smile (she does). It let's people know that even though she is behaving differently from them she still wants to get to know them, to be friends.

The girls' mother is proud of the ease with which they have adapted to their new life-style and is proud of their ability to switch. It is equally true that the girls see their mother as a warm, elegant, and capable person.

The girls at home exhibit the usual bickering and sibling rivalry, but mostly they are warm, cooperative, mannerly children who enjoy adults as well as age-mates. Their mother expects them to put their best effort into whatever they are doing. She does a lot with them (museums, zoos, a treat at McDonalds, etc.), and the girls participate in Howard University's Theater Arts Program (drama, dance, music) on Saturday mornings.

Street. The girls' best friend in the new neighborhood here is the daughter of an adolescent mother who is growing up in the same house with her mother's brothers and sisters. She is a very street wise kid, a year older than Kira, who has told the girls about all the darker aspects of the street life (fighting, rape, etc.) and has helped them acquire all the skills necessary to gain respect in the neighborhood. In her taped interview Rika said she would go to this girl if there were any trouble in her neighborhood.

Kira seems to be innate social being, deals happily and confidently with almost any social situation and just blends in with others. In her taped interview when asked what really made her angry, she said,

> "When someone says, 'you mother....!"
>
> "What do you do then?"
>
> "I hit them; they hit me; and I say, 'you mother....!' back."

This was said in a very matter-of-fact way, unaccompanied by the usual eight-year-old giggles about saying a "bad" word. It is the genteel, aplomb with which Kira does things which is her trademark.

Rika, on the other hand, possibly in an effort "to keep up with" her big sister is more tense and sometimes tries to dominate a situation by trying to get the other kids to do what she wants them to do. When she fails, she gets frustrated, cries and runs away, hurt because the group has not accepted her and her ideas. This seems to be a developmental problem as Rika becomes more and more her own person and less of the tail to her sister's kite.

School. In Puerto Rico the girls went to a private bilingual school. Here they go to a school in a different district so no grades, achievement tests, or day school teacher evaluations were available. According to their mother, they both do well in school, both behaviorally and academically. Rika is particularly good at math. Their mother sees education as their major responsibility at this period in their lives; it is their work! The following is Rika's response to one of Coopersmith's Self-Esteem Inventory items:

Item: I'm not doing as well in school as I would like.

Rika: "I'm the smartest one in my class."

In the After School Program, because the girls came from an out-of-district school, were not from the neighborhood, and only came two times a week, they were somewhat isolated from the other children but get along well. However, their relative isolation from the other children contributed to the fact that they enjoyed with the researcher.

The After School teacher found Rika needed a bit more patience in dealing with written and reading work (as opposed to art work, in which she is very talented) but, that she always had a positive attitude, paid attention and achieved well. The After School teacher found Kira to be attentive and birght without getting bored or annoyed and very mature with a good attitude at all time.

## RIKA

### DISPOSITIONS:

Self-system. Rika tends to be solemn and deep with a certain quiet warmth and calmness. She is not particularly talkative, but when she does talk, it is in a wonderful, rich, husky voice. Rika;s major self-identify problem right now is distinguishing herself from her older sister, who is not all that much older, is often a good friend, and who is "perfect" besides. Rika seems to very certain of her strengths, i.e. she's good in school, good in math, and very artistic. Her drawings have a certain flair to them. She is teased about doing well in school, but she keeps on performing well. She has a personal inner solidity which may give her trouble in life when she is not what others expect but which eventually will help her to be her own person.

While Kira will blend for the sake of good relationships, Rika will dominate to do what she thinks is interesting. Her mother sees her as bright, artistic, and good with figures and thinks her future profession should be one in which she can be quiet, not a people-oriented profession. Her mother says she likes money, math, and animals. Therefore, she thinks perhaps being an artist, a vet, a research doctor, or in business in some capacity would be suitable (Rika, though, along with Kira, wants to be a teacher...of little kids with whom she evidently relates very well).

Her mother has been particularly worried about the pressure exerted by the American environment on the girls "to choose" whether they are Black or White (both are light enough that they could "pass"). When kids at school call Rika "Whitey" or "Honky" she replies, "I'm not white; I'm just light-skinned." Her mother is proud she responds, that she has an answer, that she deals with it.

Rika is very consciously working out her multiple identiy. The first activity the field researcher did with the children was to take their picture with a Polaroid camera. The day Rika's picture was taken was very cold, and she had on layers and layers of shirts and sweaters. She asked if she could take off her sweater before her picture was taken, and off came the layers down to the last one, a black T-shirt with big iridescent letters saying, "Black Is Beautiful." Without a word she stepped in front of the camera and softly smiled. Months later during the taped interview she was asked whether she thought of herself as more Hispanic or American or as both together. She said, "Both...and Black, too."

Coping ability. In her daily behavior Rika is a caring child, but due perhaps to the already mentioned poor circumstances of her taped interview she demonstrated little role-taking ability. However, most of her vivid verbalizations were about people-related events.

Cognitive flexibility and complexity. Rika is a bright child, but her brightness is less flamboyant than that of her older sister. She did Peck's Long Views of Life Instrument in Englishs (96 questions) and even some of the oldest children in the study could not handle that. Raters on the taped interview thought she had a complete command of past, present, and future, something that gives many six-year-olds a problem. As soon as Rika allows her quiet self to bloom and stops comparing herself with her older sister, she will become into her own. She certainly has the support in her home environment to facilitate her doing this.

Cognitive style. It is interesting that a visually talented child (as mentioned before Rika is a very good artist) did not do too well on the Embedded Figures Test, especially since she is also said to do well in math. Again, this test was not done under the best circumstances. For logistical reasons it was done on two different days, and the second day it was done in the park.

BEHAVIORS:

Language. As regards language Rika is still working out a lot. Both girls spoke Engligh as their mother tongue (their mother discovered she could not be a mother in Spanish even though she was raising the children in Puerto Rico), and Rika knew the abc's in English at thirteen months. According to her mother she is completely bilingual and her bilingual After School Teacher rated her as completely bilingual but (it is important to note) "shy in both languages." However, Rika refused to do Diaz-Guerrero's short Filosofia de la Vida instrument in Spanish saying she did not understand it. It seems that according to Rika's own perception the single thing that she can do better than her sister is speak English, so she is presently refusing to speak Spanish. Although she is quite consciously trying to integrate her Blackness and Whiteness, she has not yet started to do that with speaking English and Spanish. There were however, a number of other first graders in the study who were opting for an English only course even when a bilingual option was as open (e.s. on the taped student interview) (see e.g. #03, 04, 09, 10). Rika is also dealing with another linguistic issue, that of being bidialectical, i.e., when and where to speak Black English, especially its street varieties.s Her mother prefers standard English at home but does not designate the other variety. She just wants to make sure that her children command both. In the girls' present environment only the After School Program provides them with an opportunity to speak Spanish, and there they are at cross-purposes with the rest of the children in the program who are there to get tutorial help in their English language skills, albeit in a bilingual environment.

*Flexible interaction style*. Rika is certainly mannerly and well behaved, but she is shy and did not quickly mix with the children in the After School Program. Her shyness was, of course, reinforced by her coming from an out-of-district school and from only being able to attend two times a week. She also is only beginning to develop her own initiation skills because she has always been able to depend on her big sister for making initial contacts with other kids.

*Coping ability*. Her general coping ability is good. As her proudly commentating on her academic skill and her standing up for her identity *vis à vis* the taunts of other kids show; she does not allow herself to be pushed around.

*Coping style*. At present one senses that Rika is working out the whole question of when "to go along" and when "to push for you own way." She is having a bit of a rough time, but one is confident that she wsill work it out.

## KIRA

### DISPOSITIONS:

Self-system. Kira is a princess, a finely-loved child who looks like a ballet dancer and is. (There is a strong possibility that she may one day dance professionally.) She is very imaginative, very people oriented, and exceptionally at ease in the world. She does everything well; she charms; she sparkles; and she is beautiful, too. However, there is an occasional thing she finds difficult. Although very verbal, she finds it difficult to talk in front of the class (Coopersmith's Self-Esteem Inventory), because she freely went on to explain, "I shiver and my brain hurts." As for dealing with her multiple identities, Black, White, Spanish-speaking, English-speaking, Puerto-Rican, American, she flows. She does not appear to integrate them so much as to coordinate them.

Empathic ability. Her ability to imagine herself in other spaces is very high. On the taped interview because they had not been there when the Polaroids were taken or to draw the good/bad, happy/sad situations at home, at school, and in the neighborhood, both Rika and Kira had to imagine they were looking at a picture of themselves when making a self-description and imagine they were looking at a drawing of a situation in describing it. Kira did this, not only with ease but with a flair.

When asked if she knew someone she would like to be like when she grew up, she described a friend of her mother's in a rich warm fashion.

Cognitive flexibility and complexity. Re flexibility and complexity, we will first let Kira speak for herself via the following item from Coopersmith's Self-Esteem Inventory:

Item: I can make up my mind without too much trouble.

Kira: "No, too many ideas."

On her taped interview she described very vividly her first memory (in Puerto Rico on the beach with her best friend). She tended in the interview to respond innovatively or not at all. A good example of innovative responses were her elaborated responses about day dreaming about Puerto Rico. When she could not make an innovative response, or when she was bored or tired, things were, "I don't know," meaning "I don't care to respond." She also tended to respond in very complete, very mature sentences. (At one point her little sister half-accused her of putting on airs, "you're acting like a grown-up, Kira!") Like Rika, she did Peck's Long Views of Life Instrument in English, a task beyond many of the older and supposedly more mature children.

Cognitive style. Kira worked quickly and accurately on the Embedded Figures Test and preferred to find the embedded figures she could not immediately identify using the cardboard shapes rather than by having them pointed out to her. She would appear to have both high abstract and high relational skills.

## BEHAVIORS:

Language. Kira loves language, loves playing with words, and flows between both her languages, and both her known forms of English (see the description of her reaction to verbal hassling by her peers in the Street section). She prefers to speak Spanish, makes some errors in English, but did both Spanish and English forms of the research instruments with ease. She also spells her name differently in Spanish and English: "Chira" is Spanish and "Kira" in English.

Flexible interaction style. Kira, as mentioned before is exceptionally at ease socially, particularly in initiating social encounters in strange situations. She is also equally at ease with peers or adults, and as the earlier mentioned verbal hassling incident demonstrates, she can drop her preferred princess behavior when necessary to communicate to the would-be intimidators that she is a person to be respected.

Coping ability. Between her aparently innate social ease and the fact that she can talk about everything ("except fighting with my sister") her coping ability can only increase.

Coping style. Flexibility is the characteristic quality of Kira's style. She would rather accomsplish her ends by charm, but when that fails, she has other behaviors at her disposal which she is willing to use. She seems to intuitively know that mastering alternatives, coordinating them, and employing them appropriately is a key to great personal force. She also has a great deal of Chutzpah to the point of trying to talk one of the visiting researchers, a virtual stranger, on his first day at the project out of 30¢ so that she could go to the 7-11 (the neighborhood store) for a "slurpee" (an iced drink).

## CASE STUDY NO. 8: THOMAS

Thomas is a white Puerto Rican, born in Puerto Rico, but living in the U.S. from two to three years. He is a handsome little boy, very coordinated, and self-contained. He keeps a lot of himself underwraps and does not reveal himself easily to adults. His eyes quietly observe everything, but reveal nothing about what he is thinking. With adults he is cooperative but not eager; with his friends one occasionally sees him open up and sparkle.

SITUATIONS:

Home. We have no parental assessment for Thomas. He is an only child. His father is absent, sometimes in difficulties of various kinds, and reportedly presently in the army. His mother has a reputation of not being too industrious and of changing boyfriends often. Thomas spends a great deal of time by himself and mostly seems to look after himself. However, he and his mother seem to have a amicable relationship, but more as if they were friends than Mother and son. Thomas, unlike most of the first graders, sees himself to and from the After School Program, and since it is not compulsory, comes when he chooses which is fairly often. He knows he has grandparents in Puerto Rico. Letters are exchanged, but he does not remember his grandparents and he has not visited Puerto Rico again since the family left.

Street. Thomas knows how to handle himself literally on the street. Since he has no older brothers or sisters to act as a buffer for him and since he is so often without parental protection, he has had to learn to handle all this himself. He has friends, other small boys like himself, who spend time together for mutual protection. When bigger boys bother them, they have a secret place behind on of the buildings where they hide. Climbing over a fence and dropping down a few feet is involved in getting there. Much of Thomas' masked counterance is probably due to his learning not to show fear when harassed. Telling of his escapades is one subject that enables him to open up and be expressive. He tells these stories with dramatic flair, but he does not swagger. Rather one feels that he is quietly proud of his survival, of his ability to handle what he has to do.

School. In first grade, Thomas is doing fine. It is his first year at Adams School. His teacher grades are average, while his achievement scores tend to be more outstanding. His cooperative attidute with adults prevents his being a behavioral problem. He suffers from the normalamount of six-to-seven-year-old restlessness.

DISPOSITIONS:

Self-system. Thomas sees himself as capable but not outstanding. It is not that he puts himself down; it is just that he is no braggert. Definitely not a big-mouth. On his "Who Am I" he responded that he was "a person, just like the others, just like the other people in the world." His major quality is his self-sufficiency. His After School teachers see him as bright and competent. One of the independent raters of the taped interviews saw him as having a "realistic, good self-concept." When asked if he felt himself to be more Puerto Rican or more American or perhaps, half and half, he replied that he did not think about it at all. He is very matter of fact.

Empathic ability. He gives no verbal indication of empathic ability. His descriptions of himself and others are in terms of physical characteristics (color of hair and clothes, etc.). He is much more elaborate in his descriptions of actions, life as an adventure story. If David (Case No. 10) sees the world as a problem or puzzle to be solved, Thomas sees it as a physical adventure. However, if the adventurers in his story speak, then he role-plays the different parts like Caleb (Case No. 2). In everyday life he is seen to behave as a very helpful child practicularly towards those children who are just learning English.

Cognitive flexibility and complexity. The oddest things enable Thomas to give a rich verbal response: the noise radiators make, the sound of trucks going by outside with their empty seats rattling, but most often it is a concrete event which he has personally experienced: his first day of school, hiding from the local toughs, the fire in his building. These events he relates in an articulate, detailed manner with considerable drama and flair. His drawings are also very detailed. In his drawing of himself, for instance, he included the zipper on his jacket. When he drew his apartment building, it was complete with its address. In a picture of students in a school room he had drawn the outside of the school building with the school room inside complete with teacher and students and what the teacher had written on the board.

Cognitive style. Thomas got a surprisingly low score on the Embedded Figures Test. While he was taking the test, he was worried about being able to leave on time, because he had to be home early that day, so that mey have affected his concentration. However, he often commented on the whole picture, as if he had to fully focus on that before dealing with trying to find the embedded figure. Also, it is interesting to note that when he wrote his street address on his drawing of his apartment building mentioned above, he wrote it 1613 (1316). So he is still reversing items and sequences, although in a handwriting sample done at the same time there is no tendency to reverse exhibited at all. He even successfully wrote his name in cursive. Neither did any of his teachers report his having any difficulty in reading.

## BEHAVIORS:

Language. Thomas learned English when he was four. He is very sensitive to nuance, and on Coopersmith's Self-Esteem Inventory usually tempered any "never" statement with "sometimes." One of his bilingual After School teachers commented on how comfortable he is in both English and Spanish, particularly in situations where both languages are being used. He code switches effortlessly. He is also bidialectical, using both standard and Black English appropriately. And again, his sensitivity to other children in the process of learning English was evident when he included Carlos in the list of boys he was inviting to his birthday party. Carlos is a friend from school "who does not speak English yet."

Flexible interaction style. Although he maintains a guarded style of interaction with adults, in other real-life situations he is extremely flexible and strategic in his actions and reactions. On Coopersmith's Self-Esteem Inventory, Thomas editorialized thusly on the following item:

Item: I give in easily.

Thomas: "I would do what I want to do and he could do what he wanted to do."

His After School teacher sees him as reacting positively to all situations, and according to his own self-report on his first day at Adams School he handles new situations well. He admitted his worries (mostly about going to school in English), but he started playing with the kids, and the kids started playing with him, and he was feeling comfortable in English by the second day. His ability to adapt and handle things was also demonstrated the day he did his taped interview. There was a lot of chaos that day, many interruptions, etc., but he politely remained on task throughout the whole interview even though the research project work had never been intrinsically interesting to him.

Coping ability. Thomas is very able, but because he is so quiet about it, it is often overlooked. As "a little kid" he often has to deal passively or obliquely with hassles, but he seems to spend little psychic energy on the fact that he is not the toughest kid on the block. It will be interesting to see him in a few years.

Coping style. His is a non-flamboyant style. He deals with everything himself (on the street), but seeks aid when it is available (in school). He is a flexible strategist.

# CASE STUDY NO. 9: ARMANDO

Armando is round and stable with something of an elderly Hispanic gentleman about him, although he is only seven. Born in the United States, he is in many ways very traditional.

SITUATIONS:

Home. Armando's parents are from Nicaragua. His father works in a restaurant, and his mother works but does not want to because it is so hectic to do so with three small children (Armando, a younger brother, aged five, and a baby sister). (The five-year old brother is not in the research sample because he did not regularly attend the After School Program due to a still heavy dependence on his mother.) Both sets of grandparents also live in the D.C. metropolitan area, but a greatgrandmother remains in Nicaragua. Spanish is the language of the home. Armando's mother speaks very little English, and although she is not well-educated herself, she is very proud of her children and cares that they do well in school. Some of the After School staff though thinks she has given her boys an inflated sense of self-worth. The family regularly attends and participates in church activities.

It was Armando's editorial response to the following item from Coopersmith's Self-Esteem Inventory which most typified the difficulties of doing questionnaire research with small children:

Item: Many times I would like to leave home.

Armando: "Yes, I like to go the store and eat Mars candy."

Street. Armando tends to be a bit dogmatic, stuffy, and bossy with his peers, but he does have good friends, some of whom are as bossy as he, including on of the Burmese boys in the Program. Although Armando is generally polite and well-behaved with adults, he is just learning to behave appropriately in more open peer situations, i.e., in situations where there are no set rules, no authority-in-charge, and where rules and structure have to be negotiated. In these situations, he sometimes starts things he cannot finish, like sticking his tongue out at a more experienced boy and then running.

School. Armando presented us with a second example of the difficulties inherent in testing children, as he has a highly variable response pattern, depending, among other things, on the time of day, on the quality of the day (hot, cold, etc.), and on his relationship with his teacher or whomever is requesting that he do a task. For instance, his day school teacher believes he tries to do his best at all times. His After School teachers, however, find that he's too quiet, his attention span is short, he cannot follow directions, and he tends to wander around. They also find that he is consumed with being first and being right to the extent of copying from other students' work. With the researcher, however, he appeared to be a competent boy, busily engaged in learning English to the extent that he spontaneously read his whole reader through to her. This event occurred a mere two weeks after the regular After School teacher did a reading lesson with him where he apparently could not decode a single word. All this was happening with a child born in the United States with considerable pre-school experience (in the SED Center's Pre-School, among others). His school behavior became more even in the late spring when it was as if he made a quantum leap in all behavioral areas and suddenly became a more mature child.

DISPOSITIONS:

Self-system. Armando is a big child and not too agile with something of a small king about his manner. He enjoys trying to do things himself, including trying to write his "Who Am I" response in English all by himself.

In spite of the fact that the After School teachers think he is too quiet, his editorial self-reports on Coopersmith's Self-Esteem Inventory include comments like:

"I like to talk everyday."

"I talk too much at home."

Because of a mix-up in room assignments Armando's Inventory was done on the steps in the stairwell with Armando simultaneously demonstrating a traditional Nicaraguan horsemen's dance (at least that is what he said it was) and the self-esteem questions.

He also articulated some other good insights into his own behavior while editorializing on the Self-Esteem Inventory.:

Item: I get upset easily at home.

Armando: "When I'm tired."

Item: I often feel upset in school.

Armando: "When I'm tired. When I have a big fight."

Item: Things are all mixed up in my life.

Armando: "A little mixed up with my baby."

He is also working out his own ethnic/racial identity. He is very conscious of being white instead of black with unfortunately definite good/bad connotations to the fact that his self-identification as white=good (he is actually cafe au lait). He also seems to be toying with the idea of what it is to be "Chinese" to the point that he has said he has a chinese grandfather in Nicaragua. This could very well be fantasy simulated by the fact that one of the Burmese boys (and, therefore, an oriental) in the After School Program is one of his best friends. In any case, what it is to be Chinese comes up repeatedly in the field notes on Armando.

Armando is also the only child in our sample that picked his father as his model, as the person he would most like to be like when he grows up.

Empathic ability. With Armando, one can talk about the antecedents of empathy. He describes others not in terms of their feelings, not in terms of their internal perspective, nor in terms of physical descriptions (long hair, blue eyes, stripped dresses, etc.), but rather in terms of what they do, e.g., the teacher "puts things on the blackboard, gives out paper and pencils," etc. His father, on the other hand, "works, plays, cooks, works in a restaurant."

Cognitive flexibility and complexity. Again, rather than complexity and flexibility, we have to talk about detail and precision in Armando's case. His "Who Am I" is a map of details: he is in first grade; he has Mrs. _______, as a teacher in Room 205; his mother's name is Luz; he has to clean up the big messes he makes at home; and March is a spring month featuring "pink skies." In his taped interview he went into great detail about Nicaragua, about the war they had there, about the fact that his great-grandmother survived the war even though she could not walk very well, etc., even how pigs are prepared for supper. He is also very detailed about the past, present, and future, e.g., what schools he attended for pre-school (there were four) and who and where all his relations are.

Cognitive style. Armando worked rapidly on the Embedded Figures Test, perhaps sacrificing a bit of accuracy. The Coopersmith Self-Esteem Inventory indicated, and his After School teacher evaluations corroborated, his concern with finishing his work. Happiness is being able to answer "Yes!" to the teacher's question, "Have you finished your work?"

BEHAVIORS:

Language. Armando's English fluency is still low but growing geometrically. In his taped interview he preferred to use English as much as possible, and his concern for learning English is reflected in his response to the last question in the taped interview concerning how he would help and what advice he would give to a new child in school who had just arrived in the United States and was just learning English. He said,

> "I would help him practice English, tell him to work with the teacher in English, play in English, and read to him English in a book."

Flexible interaction style. Armando has many behaviors, but they are still controlling him rather than his coordinating and selectively using them. This is perhaps the difference between variable and flexible behavior. Also, although Armando paid attention to most of the research instruments, in many cases his attention was perfunctory with no elan.

Coping ability. Until Armando reaches the point where he is orchestrating his behaviors rather than vice versa, he will be coping in the medium range.

Coping style. Again, we have a child who is in the process of negotiating a unique repertoire of behaviors and strategies (compare Case No. 3, No. 4, No. 6, No. 13).

## CASE STUDY NO. 10: DAVID AND NO. 11: ANDREA

David and Andrea are a seven- and eight-year-old brother and sister whose family is from El Salvador. Andrea was born in El Salvador, and David was born in Buffalo. The family has resided in the United States for the past seven years.

In this sibling pair, it is the younger member who dominates the pair. David is small, wiry, bright, cheery, and quick, a high energy child who literally bubbles. He loves to talk and is extremely self-confident. To quote one of his After School teachers:

> "David is a seven year-old Macho. He's got all the moves. He is self-assured and flexible...He's very physical. Kids really like him, and he doesn't have to like them in order to be liked. He appreciates their care though.

Andrea, on the other hand, is a shy, gentle child with great solemn eyes, very caring, who does not put herself forward at all. She does not open up much with adults and reserves her delightful giggle for when she is playing with her friends. She is having a difficult time with English, and therefore, with learning to read in English, while her year younger brother is mastering both with ease.

SITUATION:

Home. David and Andrea's family is a large extended one. They apparently have other brothers and sisters, older, "over 20," David says. Some live in the U.S., and many are still in El Salvador. The grandparents still live in El Salvador. There is visiting back and forth. Last summer the children spent in El Salvador. Their mother took them down and returned to the U.S.; their father picked them up at the end of the summer. The children speak very warmly of these visits, Andrea in particular. In the United States, their mother is a maid in a hotel, and their father is a house painter. David loves to play tic-tac-toe and checkers with his father. Theirs seems to be a very cohesive family. David and Andrea are both very well-behaved children. Their mother has very strict behavioral standards for them, some in the community think overly strict. At one birthday party, for instance, they were required to sit quietly by their mother rather than play with the other children, and while all the other adults in their environment (day school teachers, After School teachers, program director, researchers) rated them as extremely well-behaved, their mother rated them not as bastante (outstanding) but simply as regular (normal). Perhaps she was simply being modest. The strict behavioral standards at home are probably beneficial to David (although the standards are strict, they are fair) in helping him channel his energy, but it is possible that Andrea would benefit from a bit looser environment where she could learn to be less of a rule-follower, a little less tentative, and learn to be more expressive (in Spanish as well as in in English).

## DAVID

Street. As mentioned earlier, the other children seem really to like David or at least enjoy playing with him because what he is doing is usually interesting. By David's own admission: "I play with everyone." (Coopersmith's Self-Esteem Inventory "editorial" comment). However, he appears to run into the same problems that all the other little kids do, e.g., the following "editorial" comments regarding items on Coopersmith's Self-Esteem Inventory:

Item: I'm never shy.

David: "Except if they are people who hit me."

Item: Kids pick on me very often.

David: "I don't talk to them if they do."

What is remarkable is his matter-of-factness.

School. David is in first grade and doing extremely well. He has no academic problems at all and is seen as being very quick. He does have one behavioral problem and that is that he talks too much. He's "never quiet." He tries hard, knows he will succeed, and likes to demonstrate his ability. This sometimes makes him seem somewhat overbearing. He can also be kind and helpful, though, both to peers and adults, especially to teachers.

DISPOSITIONS:

Self-system. Everyone sees David as bright and quick, so it is not surprising that David sees himself that way. He also exudes self-confidence, the kind of self-confidence that deals with problems, not the kind that is as yet untested by problems. He seems to just know that he is going to grow and accomplish. It was not surprising that on his taped interview his first response to the question, "What do you want to be when you grow up?" was, "To be a man." It is also interesting to note that while he sees himself as more El Salvadorean than American, he feels good about speaking English and Spanish. It would not be surprising if David maintained a high effective involvement with El Salvador, particularly if visits to El Salvador continue (political circumstances permitting), but at the same time attains a high level of functioning in American society.

Empathic ability. David sees the world as a problem to be figured out and deals very little with feelings (even his own). He completely understands rules of behavior, and his behavioral kindness and helpfulness stem as much from the behavioral rules for Hispanic children to share and be cooperative (e.g., food sharing, helping little children, etc.) and cultural values of demonstrated generosity as they do from any intrinsic caring about others. His response on the taped interview to how he would help a new child at school who was just beginning to learn English was very quick and to the point. He would "tell him words he did not know, give him a paper, and help him." David also loves to have money to be able to buy food at the 7111 and to share it around. The little big man! The charming delightful host!

Cognitive flexibility and complexity. Rather than complex, David's responses are detailed. They are not boring; they are levened with elan and humor. Unfailingly polite with adults he dealt with a, for him, occasionally boring interview session by seasoning it with humor. When asked to describe the Polaroid picture of himself, he first described it as "he looks like nothing," but then his natural ability got the best of him and he said, tongue-in-cheek, "He looks like a monster...his nose is too big..." When he was asked to discuss his Clay Array which was supposed to reveal who were the important people in his life, he identified his clay figures as "bear dancing." His serious responses, as mentioned earlier, are detailed, especially regarding rules of behavior in different situations or, for instance, the skills necessary to be a policeman. His drawings are realistic and detailed also, especially in regards to things like getting the stars and stripes right on the American flag.

David's confidence in his own brightness is his outstanding quality, however. He once told the researcher that he has x-ray eyes and knows questions (not just the answers) before they are asked. Or he would announce:

"I have two homeworks today, one telling sentence and one asking sentence, and I already know them both!"

Cognitive style. When David was asked on the English version of the short form of Diaz-Guerrero's Filosotia de la Vida Instrument if problems were best solved with people working together on a problem (cooperatively) or divided up in teams to see who could solve the problem first (competitively), he commented, "I think all by myself." When asked on the same Instrument if he liked to take his time doing his work or whether he preferred to work as quickly as possible, he replied, "I always finish first."

On the Embedded Figures Test, although he did not get the highest score, he certainly got an extremely good one, and what was interesting was the manner in which he took the test. He does prefer to work quickly, but he has already learned to slow himself down if he does not immediately recognize the solution to a problem. On the Embedded Figures Test if he could not immediately discriminate the embedded figure, he did not wildly guess, but took his time to refocus, and in two cases managed to discriminate the embedded figure. His was the best test-taking technique amongst all the children.

BEHAVIORS:

Language. David is fluent in both his languages. In English his linquistic style is bright, detailed, and articulate. He is very sensitive to nuance. His response to the following Coopersmith Self-Esteem Inventory item is illustrative:

Item: I never get scolded.

David: "Sometimes, not often."

In his taped interview he spontaneously said that he liked "going to a school where the boys and girls speak Spanish and English."

*Flexible interaction style*. In the words of David's teacher quoted at the beginning, David is self-assured and flexible. He is very clear about the rules of behavior for specific situations, and as his use of humor in the taped interview demonstrates, he knows how to negotiate the rules. With adults he is always polite; with peers he is often directive. He plays with everyone but ignores kids that pick on him (see above). He has many of the qualities of a successful salesperson.

*Coping ability*. Again, his self assurance and flexibility make him effective. His ability at decoding rules and mastering required behaviors helps him to adapt and to move in alternative systems with little psychic cost.

*Coping style*. He is flexible. He can passively accept his mother's strict behavioral rules, but because of his innate high energy, he appears to be able to manage himself just as well in the more open school environment that not so much in David's case *requires* that he behave more actively as *allows* it.

## ANDREA

Street. With her peers, Andrea is very kind and caring. She is very good at explaining things to others. It is interesting to note that her best friend is Nina (Case No. 5) who also has academic difficulties in school.

School. At the time of the research study Andrea was in second grade and having great difficulties which seemed to be mostly language-centered (see Language below). She is seen as slow in her family because she is always being compared to David. In the After School Program, she is seen as slower than David, but staff expect her difficulties to diminish when her English language skills improve. This is also the position olf her ESL teacher in day school, and of one of the independent raters for the taped interviews, an experienced elementary school teacher.

In school Andrea is "too quiet" and is often afraid to make the mistakes necessary for the learning process. She tries hard, is a hard worker, is very cooperative, and does what she is sure of very well. She is also very orderly in what she does.

At the end of second grade, she was held back to repeat the year with the hope that her English skills would "catch up." However, she was placed for her repeat year in the same class with her younger brother.

## DISPOSTIONS:

Self-system. Because Andrea is compared in her family to her very quick younger brother, she is seen as slow. The fact that he at times can be overbearing means she is constantly overshadowed by him. In addition, it appears that her mother has more of David's personality and sees Andrea as "so quiet." However, the adults in her environment have good and varied expectations for her once she acquires English language skills (e.g., nurse, ballerina, buyer in a store, going to college), but her natural quietness and timidity seem to be in the way of her acquiring English language skills rapidly. She identifies strongly as El Salvadorean, and her most vivid and enthusiastic responses come when she talks about members of her extended family, especially anyone with a baby. She was the only girl who talked animatedly about playing with dolls (one other girl, Luisa, Case No. 23, mentioned them). If there are a few stereotypic roles for Hispanic women, e.g., the charmer, the fiery gypsy, the little mother, Andrea is certainly the epitome of the latter.

Empathic ability. Here is where Andrea shines. She is seen as a truly caring, tender person. She is extremely kind and helpful. She mothers others in a concerned way. However, this is all behaviorally, not verbally, demonstrated. Thus, she received a low evaluation on this dimension in the taped interview.

Cognitive flexibility and complexity. Again, her timidity which prevents her from being very expressive in either Spanish or English hampers the evaluation of this dimension. She has a very good memory for social situations and the names of people. Her artwork is complex, detailed, colorful, and well-done. She did her Clay Array in a craftsman-like manner.

Cognitive style. She has all the characteristics of a field-sensitive learner. However, her performance on the Embedded Figures Test was interesting. On the first part of the test she scored only one point less than her brother. On the second half, she met with difficulty, wanted to be shown the embedded figures, but then she reasserted an "I'll-do-it-myself" attitude, and although she did not achieve many scores, she kept on looking for each figure until she found it herself with the cardboard shapes. It was altogether an adequate performance and demonstrated a good learning mode. There were several circumstances which elicited this good performance: 1) The text materials are colorful pictures on cardboard with geometric shapes to manipulate in the practice tests; 2) The test was administered as a game of discovering, as a puzzle, rather than rigorously in terms of right and wrong answers; 3) Andrea enjoyed working with the researcher and had a comforatable, although not extremely close, relationship with her.

BEHAVIORS:

Language. The overwhelming opinion is that Andrea must learn more English. No one can understand why there is such a difference in English skill between Andrea and David. He can read; she cannot. He switches easily from Spanish to English and back again; she prefers Spanish for most purposes, and this is a child who tries hard to learn and complete work. Her ESL teacher commented that

> "She is so frustrated with learning how to read in English that she often becomes fearful and tries to avoid it (in a passive manner).

However, when the researcher did her taped interview with her, she refused to do the interview in Spanish, although that option was open to her, and continued doggedly to do it in English, even though doing it in Spanish would have been much easier. She can be very determined in her own way.

Flexible interaction style. With peers she is caring and kind and with adults unfailingly polite, a "little lady." She, like her brother, is conscientious about sharing, but there is something a little more "heart" in her generosity. However, although she behaves according to different rules with adults and with peers, she does not seem to have a knack of negotiating the rules in particular environments. Her timidity prevents her from even attempting this. This same timidity prevents her from entering easily into new situations.

Coping ability. While David assumes he "can do it," Andrea often makes the opposite assumption about herself, so sometimes coping activity is not even initiated. An environment that constantly encouraged her to try would be helpful. She may not have David's quick brightness, but she is not totally lacking in natural ability herself. It just needs an environment in which it can emerge.

Coping style. Her behavioral style is almost classically passive (with a glimmer here and there of a more active, assertive self). As mentioned earlier, she does not put herself forward at all, as one of her teachers said, "She waits easily," perhaps too easily, and she looks for help when she could do things herself.

## CASE STUDY NO. 12: ROSALIE

Rosalie is a charming, sparkling six-year-old, very feminine in her dress and often coquettish in her manner, but when charm fails she can be quite agressive with her peers. She knows how to stand up for herself.

SITUATIONS:

Home. Both of Rosalie's parents are from Bolivia, and she was born there. Her mother is a housekeeper in a private house, and her father works in a restaurant. Rosalie is an only child and used to getting her own way. She is spanked by her father, but her mother ususally disciplines her by not allowing her to watch T.V. or by not letting her do something she likes to do. Sharing is emphasized, and her mother feels she has to learn to control herself better in the presence of her father and with her peers.

Street. Rosalie is a sparkling, outgoing child, a potential leader among children. She tends to be organizer and innovator in a group. For instance, when we were working with clay, she thought up the idea of mixing sparkles in the clay. She has a finely tunes sense of justice and will stand-up to anyone if she thinks she is being taken advantage of. Rosalie's comments on the following items on Coopersmith's Self-Esteem Inventory are illustrative:

Item: Kids pick on me very often.

Rosalie: "No, I hit them!"

Item: I give in easily.

Rosalie: "I don't like to argue, but I don't do wrong things because a friend says to."

School. Her teachers in the After School Program see her as a kind, cooperative child who needs to be more communicative, especially in English, and to learn to do what she has to do when she does not feel like it.

In day school, according to her mother (she goes to Ross School from which we have no teacher evaluations), she is having some trouble with language because she feels the teacher is not patient with the fact that English is not her first language. Jacqueline's mother (Case No. 16) transferred her daughter from Ross to Adams school because of a perceived discrimination against Hispanic children at Ross School. However, Rosalie is doing very well in math.

She is irregular in her attendance in the After School Program. She does not like to come because "The abc's are too hard," and she is "too tired." Her mother does not make her come if she is too tired.

DISPOSITIONS:

Self-system. Rosalie demonstrates high self-esteem. Her problem, like that of most of the five and six-year-old in this study, is to learn to be one of a group of children, rather than the only child, the youngest child, or some other variation of being the center of attention. For girls, being or not being the center of attention is much more salient than the powerful/powerless dimension so common among boys of this age.

She has very high aspirations for herself. One of the bilingual teachers suggested to Rosalie that she should be a nurse since she likes to help people so much. Rosalie's response: "No! I want to be a doctor and make lots of money." In her taped interview when asked what she wanted to be when she grew up, she replied again, "A doctor," but she also stated, "a singer, a policewoman, a dentist-girl" as alternatives.

Empathic ability. Her scores on this dimension are low, mostly because her taped interview was done on the hottest day of the year. It was even hard for the researcher to concentrate. Behaviorally though she manifests empathic behavior daily. All her teachers remark how kind and helpful she is. The first time the researcher met Rosalie was to take her Polaroid picture at the beginning of the project. While taking the picture the researcher had a coughing fit, and Rosalie left her pose and patted the researcher on the back with great concern. Also, one of the only questions to fully engage Rosalie during the taped interview was the one on advice to the new student who was just learning English.

Cognitive flexibility and complexity. Because of Rosalie's poor taped interview, her flexibility and complexity did not have a chance to manifest themselves, or rather manifested themselves only in task avoidance. However, the manner in which she avoids tasks is very interesting involving the use of a lot of fantasy (stories about dancing dogs, etc.). She also added start and butterflies to the drawing of good and bad situations she had done earlier in the project but was to talk about during the interview. One of her most complete responses during the interview was not precisely a response but occurred at a point where she had taken over the interview.

"Do you know what I have in my home?"

"No, what?"

"A kitten!" (said with great drama)

And she proceeded to give a vivid description about how they had found this kitten wandering about lost. She loves to tell stories and uses her voice very effectively.

Another interesting aspect of her interview which indicates again a negative manifestation of cognitive flexibility and complexity was that even though she was being uncooperative and distracted she always remembered precisely what she had said two questions back, even in her fantasy statements. So, paradoxical though it may seem, her distractedness was a very coherent distractedness and very possibly an attempt to make a hot boring task more interesting. At the close of the interview the researcher walked Rosalie home, and she manifested again her more usual companionable, charming self.

At the beginning of the project one of the children's first tasks was to do the "Who Am I" Instrument. When asked, as a closing prompt, "What else is important?" Rosalie responded with an amazingly comprehensive, fluent list of behaviorial rules:

> "Don't fight. Don't be mad. Listen to your mother. Don't listen to the bad ones. Talk to the people who are your friends and don't fight you. Look at the books so you can teach. Go to school where the teacher will teach you how to learn. Have fun in school. Listen to what the teacher says. Make the work good. Don't be mad with your friends."

This response did not come out item by item, but flowed out as a coherent paragraph, just as it is written above.

Cognitive style. Rosalie manifests many field-sensitive behaviors. In working with the researchers, she never related functionally with them but always interpersonally, commenting on what a pretty blouse they were wearing, giving them Valentines, including them in lists of the most important people in her life, not so much because it was true but so their feelings would not be hurt. Because she thrives on interpersonal relationships she most likely learns best when the learning is mediated by a solid, positive interpersonal relationship with her teacher. This unfortunately is not the case this year in her day school.

Her score on the Embedded Figures Test was a substantial one, and her manner of taking the test indicates a learning style of preferring to be in charge of her learning. For instance, when she missed an item she preferred discovering the embedded figure with the aid of the cardboard cutouts than by the researcher's showing her where the shape was. She even quite definitely preferred getting the shapes herself (from where they were hidden under the testing table) than having them handed to her.

So, although she prefers a personal relationship with her teacher, she also likes to maintain a certain "managerial independence" vis a vis the learning process. She likes interrelatedness, not dependence.

BEHAVIORS:

Language. Rosalie's Spanish is fluent, her English is more than adequate, and she communicates very expressively, both with vocal intonation and with her eyes. When she does not communicate, it is usually to draw attention to herself, so that someone will cajole her into performing. This is all a part of her working out her only child vs. one of a large group status. Unfortunately, this behavior, when you do not know Rosalie personally, could easily be interpreted as lack of knowledge of English. She is extremely conscious of the less than supportive atmosphere for non-English speaking children at her day school. For instance, Rosalie's editorial response to the following item on Diaz-Guerrero's Filosofia de la Vida Instrument was interesting:

Item: (Choose one)

I am rarely confident of myself.

I am usually confident of myself.

Rosalie: She chose the second, then added, "I was the only one to speak Spanish in my kindergarten."

All the schools in the Adams-Morgan neighborhood have a high proportion of Hispanics, but it is possible that the "microecology" of individual classrooms can vary enormously and affect linguistic variables. It is interesting that on her taped interview when asked how she would help a new child who came to school and was having to learn English, her immediate response was, "I would speak to him in English and Spanish."

Flexible interaction style. Rosalie does have a range of interaction behaviors, e.g. kind and helpful to both adults and peers when she is feeling good about herself and her situation, cooperative when she does not feel she is being forced to do something. Her sensitivity to others is sometimes used for manipulative purposes, for instance flattering someone to get her way. When she cannot get her way with adults she becomes tearing and coy, never openly belligerent. With peers she tends to take over and become bossy or do something to hurt the other child's feelings, not necessarily by saying something, but rather through excluding them from some activity that she is organizing. She never follows forlornly after a group of children whom she has made angry but rather organizes/creates a new center of activity from which she can exclude them

Coping ability. She has potentially a very high ability as soon as she learns to manage herself a little better when dealing with authority and in group situations.

Coping style. Rosalie's manner of dealing with a situation in which an adult is asking her to do something she does not want to do was very interesting, and it was a pattern that repeated itself with several of the other children (Matthew, Case No. 1; Clara, Case No. 13; and Vincent, Case No. 15). Five behaviors manifested themselves over and over again occurring as a group of interrelated behaviors: 1) an echoing behavior, e.g. if the interviewer said, "Uh, what do you..." the child would repeat the question with exactly the same intonation and words, including the "Uh;" 2) spelling words, especially Y-E-S and N-O; 3) not answering at all, but this refusal accompanied with a sparkly-eyed smile, so much as to say, "This is a wonderful game!" 4) making up responses from stimuli in the immediate situational environment, e.g. from pictures on the wall, from what the interviewer was wearing, etc; and 5) taking over the situation by e.g. interviewing the interviewer or posing their own questions to themselves. The above are essentially teasing responses which attempt to shift the control of the situation over to the child or to at least ease demands on the child.

## CASE STUDY NO. 13: CLARA

Clara is a vivacious eight-year-old Columbian charmer. A flirt, a tease, who drives you nuts one minute and is buttering you up with compliments the next. No one would be a bit surprised if in 1996 Clara turned up in Washington again as the wife of some important official, say the Organization of American States, and became one of the city's most brilliant hostesses.

SITUATIONS:

Home. Clara is the child of an older mother, a cook at the Columbian embassy. Her father is in Columbia. There are other older children, perhaps from a previous marriage. For all intents and purposes now, however, Clara is an only child, and she is doted upon, somehwat spoiled and used to being the apple of someone's eye. Both mother and child are fashionably dressed. Her mother stresses good manners and skill in conversation. Clara always greets people and takes their leave in classic Hispanic fashion. For a little girl, this involves greeting everyone in turn or when leaving, going around to say good-by to each person by name and kissing them on the cheek. She never neglects this ritual.

Street. Outside school Clara leads a protected life. She does not play with other children. She and her mother go out together on her mother's half-day off once every two weeks. One would never know she spent so little time with other children at school where she is a natural organizer and leader and the initiator of help for newcomers. She is also at ease with boys as well as girls. Her one small problem is picking up bad behavior from other children.

School. When the research project began, Clara was experiencing some difficulty with school, mostly around learning to read in English. She has little patience with non-social tasks. When she began experiencing difficulty with learning to read she would get frustrated, e.g., when faced with a word she did not know she would not try to figure the word out, but would rather make up a word or use a word connected with some environmental stimuli, a picture in the book, something the teacher was wearing, etc. However, she is perceived to be a quick learner and by the end of the school year her major difficulties were over. However, when frustrated, she still engages in task avoidance through teasing and/or whining. A brief talk with her mother usually brings her behavior under control. She has also had to go through the usual only child adjustment in first grade, i.e., that she is not "The only" child in the environment and cannot always be "The star."

DISPOSITIONS:

Self-system. Clara is confident, outgoing, and very feminine. She is well on her way to becoming a charming woman, a wife and mother. Her drawings, her conversation, her actions all resonate arounds these areas. In her "Who

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Am I," she said, "I like to be a mother, to cook, to have eleven children," but she would like to be a teacher, too, or a policewoman, and sometimes even an ambassador's wife. From her life in the Columbian Embassy, she has noticed that they spend all day in bed, paint their nails, look beautiful, and do nothing. Her teachers certainly have high expectations for her: an interpreter, a female executive, president of a corporation, or a social advisor to someone important. She just has to develop a little more self-control and a little more patience for tasks which are initially difficult and devoid of social content.

Empathic ability. Clara is a helpful child. Sometimes she smothers her friends in mothering. She always shares, especially food. She is always willing to translate for a child just learning English. She is very complilmentary to others. In many ways she manifests all the behaviors of a hostess making everyone comfortable, making certain that no one is left out. On her taped interview none of these abilities manifested themselves either verbally or behaviorally. For some reason it appeared that the interview situation reminded her too much of a school situation where she was being asked to do something she found difficult. The entire interview was largely spent in task avoidance. However, the minute the tape was turned off, down the hall she went to get the remains of her lunch (she always saves some of it to share with the After School Program children), and since everyone else was in the park, the researcher and she shared it together, and when they walked up to the park to join the others, she picked some flowers to give to her regular teacher (one must after all include everyone in your favors!).

Cognitive flexibility and complexity. For social content, Clara exhibits great cognitive flexibility and complexity. She can name all her friends. She can tell stories in the third person. Somewhat dysfunctionally she tries to change abstract academic tasks into social tasks, by complicating the process socially: 1) she will turn the task into a game echoing the questions the teacher/researcher is asking her, a kind of teasing ploy; 2) she tries to take over the processs by asking the teacher/researcher personal questions, especially talk-among-girls type questions about eyeliner, etc.; 3) she starts spelling her responses, i.e., "I said, 'N-O!" Rosalie (Case No. 12) and Matthew (Case No. 1) engage in some similar tactics, but Clara is the most persistent and difficult to dissuade (unless you know to say, "and what will Mama say...?"

Like many only children, she has an active fantasy life, and hers revolves around a menagerie of animals (real and imagined), and occassionally she will come out with statements such as, "I like to see birds dancing!" (see David's-No. 10-dancing bears).

Cognitive style. She is clinically field-sensitive, demonstrated particularly by the great difficulty she has staying on non-social tasks. At the height of her ESL difficulty her major stumbling seemed to be on the following kinds of tasks:

farmer tack
work-er or sack
trad-er back.

These are essentially tasks involving pieces of words. However, by the end of the year she was able to score very well on the criterion referenced achievement test in reading.

BEHAVIORS:

*Language*. When the research project began, Clara had been here one year and was still experiencing difficulty with English. However, because she spent all of her time except when in school with Spanish-speaking adults, this is not too surprising. And even if she was technically still having difficulty with English this certainly did not phase her social use of the language. She was and continues to be totally uninhibited in the use of either language.

*Flexible interaction style*. Clara has a large number of behaviors in her repertoire. However, sometimes she uses tchese behaviors simply to get her own way rather than for more functional purposes. Her skill at task avoidance has already been discussed. So, her social attention-getting-behaviors, her teasing, her whining or actually crying when really frustrated are but the other side of the social skill she demonstrated in her classic greeting and leave-taking behavior. She also handles new situations well. As soon as she can focus her repertoire of behaviors towards other ends than getting her own way, she will be a very effective person.

Coping ability. Clara's major coping problems are to develop the patience to deal with long, abstract tasks which are not socially mediated, and to learn that she does not always have to get her own way. In all other areas she is extremely effective.

Coping style. When faced with something she does not want to do, especially an academic task, she can be extremely stubborn in trying a number of task avoidance tactics, e.g., making the task more socially interesting or complicated, often by taking over the process and turning it into an interpersonal relationship, by distracting herself from the task using environmental cues, e.g., the picture on the wall, a piece of equipment in the vicinity, going to the bathroom (if one is around), by turning her "answers" to the task at hand into fantasy answers, usually about a great menagerie of animals that populates her inner world, and if all the above fails, she cries. However if one becomes really angry with her, then she tries to charm you back into being her friend with compliments. These are all realatively active defensive strategies. However, all of these behaviors are but the negative manifestation of her basic charm and sociability which make her such an attractive person in the first place. She is just as persistent, stubborn, and "manipulative" in making certain that a new child does not feel left out, that everyone gets their share of whatever food is being passed around, etc., as she is in her avoidance strategy.

## CASE STUDY NO. 14: CARLOS*

Carlos is a nine-year-old Ecuadorian sportsman who happens just now to be in the third grade. Although he was born in the United States, he returned to Ecuador as a baby then came back to the United States when he began school. He has a lot of energy which he is learning to channel into boxing and soccer. He loves people, animals, and (this was the third thing he told the researcher when they first met, after his name and that of his mother and brother) he sometimes thinks of God ("I try to speak to him...he speaks back to me-in my mind-...I just pretend"). Carlos is a raconteur; he loves to tell stories. He is companionable, the kind of person you would like to have along on a voyage around the world. When he grows up, he may be the boxer he wants to be or the veterinarian his mother sees as a possibility because of his love for animals, but whatever his choice, at heart he is an activist, an experiencer, whose temper flares when he sees injustice in the world. He is affectionate and tough with a deep sense of what is fair and the energy to do something about it.

SITUATIONS:

Home. When the independent raters finished listening to Carlos' taped interview they all remarked on the genuine affection with which he talked about his family. This fundamental affection is born out in his daily behavior. He walks arm in arm with his mother, he has a friendly relationship with his father, and he talks well of his little brother. (My little brother will have a temper, too. He's two years old and already a good fighter...I play with him...he makes jokes, and I laugh...we laugh!") On his "Who Am I" Carlos said spontaneously, "I care about my mother and father and family...my little brother." When asked during his interview whose opinion mattered the most to him, he responded, "Both of them, my mother and father," and when asked, "What's the trouble with parents?" he replied, "Nothing at all."

That is not to say that all is total harmony all the time. Carlos has quite a temper and can be quite dramatic. Once he explained how he threatened to kill himself with a knife when he was mad at his mother. (He also very carefully explained how he really had no intention of actually doing it.) When asked on his taped interview what he does if he disagrees with his parents, he replied, "I don't eat." There is also some evidence of sibling rivalry. Carlos made the following editorial comment to an item on Coopersmith's Self-Esteem Inventory:

Item: No one pays much attention to me at home.

Carlos: "My mother pays no attention to me when she is feeding my little borther."

His mother, meanwhile, tends to reward him with a kiss when he is behaving well, and when he is ill-behaved, talk with him and explain to him that what he is doing is displeasing her. Helpfulness is stressed in the family.

Carlos' mother is a pre-school teacher at the SED Center, and his father is a house painter. His father often picks Carlos up from the After School Program.

The family is active in the local Ecuadorian Club, and according to other community members it is less macho than some of the other national clubs because they include women and children in their activities.

Street. Carlos seems to play a lot with other children. He and Vincent (Case No. 15) and another boy, Awildo, are often together, and they are all engaged in establishing their status among "The boys." Carlos uses both of the major means to status, fighting and sports. Carlos' temper gets him into some fights, but mostly it is injustice that makes him fight, injustice either to himself or to others. His mother says that he really gets upset when he sees big kids abuse little ones. He is small himself. His father, grandfather, and "ex-uncle" (a Carlosism" for the former husband of his aunt) have all boxed and have taught and/or are teaching Carlos. Whether it is due to this training or through experience or both Carlos knows (what seems to a female researcher at least) a lot about fighting, what is fair and not fair, the different kinds of punches and what it feels like to delivery them, and the difference between fighting for fun and fighting "with temper" (he only does that with "bad boys"). Carlos is also quick to point out that he boxes. "I'm not a good wrestler." Maybe because he has been trained, or maybe because works out regularly with his father, he is not a compulsive fighter. In fact he thinks that the trouble with his friends is that "they look for too much fights," that they do that because "They get in messes," and it would be better if "They wouldn't have to fight and would only have to play." He has other ways of solving problems, even apologizing, and in day school he is known as someone who gets along with others, even though once he and his team in school nearly got suspended for fighting. That was not a personal fight, that was a team fight.

Carlos gives a vivid impression of what the first days in school and the first days in the neighborhood are like until you have friends.

> "The first day in school I felt like everybody was looking at me. I couldn't beat them. They were so big..."

Then one day he had a fight and beat one of "The big boys." As far as the neighborhood,

> "All the boys in the neighborhood can beat me. They're double me. One (a seventh grader) threw an egg at me. 'I'll tell my mother' (because I was scared). I threw a rock, ands he started crying. The other boys kept him from beating me up. Next day I went to say, 'Sorry.' He said, 'That's all

right'."

This only happened one time, then he and the boys were friends. Carlos did not say if apologizing was his own idea or if his mother counseled him to do it.

Carlos is also active on the Police Boy's Club soccer team. He is one of the youngest members on the team. His cousin Juan, age eleven, is on the team, too. ("He's small like me.") They all speak Spanish. "Spanish people are good at soccer. We beat all the teams."

In keeping with his relational nature Carlos is already interested in girls. He is definitely going to be a romantic. One day at the After School Program Carlos was earnestly talking Vincent (Case No. 15) into being a go-between between Carlos and Vincent's cousin. Carlos was explaining that he "loves" not "likes" the cousin, and he was telling Vincent exactly what to say to her and how to say it. Vincent was not at all happy with his newly appointed role.

School. Carlos went to the SED Center's bilingual pre-school/kindergarten, then to a parochial school for first grade, and finally to Adams School for second and third grade, where he is attending now. He remembers his first day at Adams as being a bad day for the reasons described in the last section, but also because he "didn't know how to do the work or nothing until third grade" his present year). In school his grades are average, while his achievement scores tend to be high. His mother says he enjoys math and that is his best subject in school. He says he did not like to read but that he is a good reader now. The director of the After School Program confirms this, although his After School teacher says he still needs a lot of work in his reading and comprehension skills. His poorest grade was in handwriting, and unfortunately, he seems to have a day school teacher who stresses that. His After School teacher said he needed to concentrate less on physical prowess and more on academics.

The researcher is fairly certain that Carlos will most easily exhibit the full extent of his ability in a learning environment in which he and the teacher have a personal relationship. His day school teacher is somewhat a behaviorist. In her classroom the children help formulate the standards, both academic and behavioral, and these are enforced with a system of positive reinforcement. Everyone in the class is evaluated hourly and receive a smiling or frowning face. Smiling faces earn tokens which can be used for "buying" candy or other treats at the end of the day. This is a fair system, but it is not personal; it does not develop a personal relationship between teacher and student. The After School teacher did not have an interpersonal teaching style either. He related to the children as students, not as persons, and although he was tremendously effective with children who enjoyed going as far as they could go academically, he was neither socially oriented nor was he interested in sports, and the rough and tumble world of little boys sometimes struck him as downright dangerous. The director of the After School Program, however, is a real people person and sees each child, good points and bad points, but always as an individual personality with whom he relates emotionally.

These three teachers in Carlos' life have three very different ways of disciplining. The day school teacher calls for attention, then issues a mild reprimand, and finally isolates the child (although Carlos says sometimes she gets "real mad"). The third time a child is a behavioral problem he or she is sent to the office. His After School teacher's policy is "academics before socializing and play" which means the latter two are not engaged in unless the first is done well. Carlos complained that this teacher had once pushed him down when he was fighting with one of the other boys. Was this seen as his taking the other boy's side? The director, on the other hand, says that in matters of discipline he has various responses depending on what is effective with a parlticular child. He does not like to yell and get angry, but sometimes he is very physical with the boys. (He restrains them, but he does not push them around.)

The three teachers also see Carlos' educational future quite differently. The After School teacher sees high school as an appropriate aspiration, the day school teacher, college, and the director, post-graduate work.

Carlos is not an academic; he is a very perceptive activist and experiencer. If the researcher were his teacher, she would build his education around communicating his experiences, perceptions, and understandings of the world to her and to his classmates through all different media and on the mutual disucssions which would ensue.

DISPOSITIONS:

Self-system. Vincent (Case No. 15) was described as playing two roles which he had not yet been able to integrate. Carlos is consistently altogether. He is fiery, but he knows the dysfunction of his temperament which those around him are helping him deal with by teaching him how to fight right. He also knows the positive aspects of his temperament, that is being brave and tough, especially since he is small, and again he has examples in his family of small, tough, brave men. He is energetic, but hardly ever out of bounds, again, perhaps, because of his double outlet of boxing and soccer. In learning to fight properly he has also learned the advantage of controling on focusing one's temper so you use it, and it does not use you. When asked if he had a hero or model, someone famous or someone he knew, whom he would like to be like when he grew up he said, "Rocky" (in the film).

A second aspect of Carlos' self is his fundamental sense of fairness and the idea he has about himself of putting his temper and toughness into the service of justice. When asked to describe his Polaroid picture of himself, he said (jumping immediately into the third person):

> "He looks like a man...and he's me...he gets angry easily...sometimes he stops fights."

If David (Case No. 10) experiences life as a problem, and if Thomas (Case No. 8) experiences it as an adventure, Carlos experiences it as a story (Chapter IV: Training To Be A Boxer). Perhaps this comes from his sense of his own and of his family's history. He can very coherently and completely explain himself from the time he was born until the present. His "Who Am I" went on spontaneously for three pages and besides noting his conversations with God told about his grandmother's hear attack in Guayaquil and their emergency trip to visit her. He was very worried that she would die and this had probably been the subject of his conversations with The Diety.

He feels himself to be half Ecuadorian and half American, but he favors his Ecuadorian self ("I wish I was just Ecuadorian"). He does not find being "half and half" hard because "people from Ecuador are tough and smart." Thus, he has positive evaluation of the Ecuadorian self, and he has practical reasons for liking the United States. "America" is better...cleaner, more buildings..." His high awareness of and affenity for Ecuador is largely due to the long time he spent there before he went to school, to the fact that he has visited at least twice since and that he loves his extended family there. (His dogs are still there, too.) His involvement in an Hispanic sports team, and his family's involvement isn the Ecuadorian club further reinforce his feeling of being primarily Ecuadorian.

Empathic ability. Carlos is profoundly relational. In true Hispanic fashion, he values friends. Things got better his first day of school when he made two friends (both Hispanic boys), one of whom is still his friend, and Carlos nearly got suspended from school when his team had a fight. One is loyal even when it is inconvenient, and the central way he would help a new boy at school who did not yet speak English was "to help him [illegible] if he has to fight." So what is paramount is having friends who will fight for you.

Carlos is developing the ability to see the other prospective because he experiences his own feelings fully. He "gets angry easily." He "loves not likes" Vincent's cousin. Once he hit one of his cousins in Ecuador too hard.

> "I felt sad. I punched him too hard. I felt the punch."

He tells of how he "cried and cried" when he had to leave his dogs in Ecuador because there was no backyard here. He was one of the only children in the study to be able to approximate a projection of himself into the role of his father, his teacher, and of his best friend, e.g. "What do you think it is like to be your teacher? What is her life life?

"It would be hard. I'd have to scream. I don't want to be a girl, and I don't want to be a man teacher."

And as related earlier (see Street), he was even able to apologize to his antagonist in a street fight.

*Cognitive complexity and flexibility.* Carlos' forte is social cognition. He is socially aware and is able to articulate that awareness to others, whether it is the rules of a fair fight, of how one should behave in different settings, or a description of Guayaguil and Cuenca (two Ecuadorian cities) in which he comments on the poverty in the latter, i.e., the fact that people were without shoes. He has a feeling for relationships, as when he described his aunt's former husband as his "ex-uncle." His descriptions of what interest are those of a story-teller. He has an ability to explain things and to tell complicated stories quite coherently and properly sequenced in time with proper changes of tense. He recalls events vividly; he can tell what he was feeling at the time, and he has an eye for the telling detail, e.g., one of his dogs in Ecuador "eats trash and protects his own trash and besides he's not scared of anything." Then there is his uncle's "killer cat" which has "lost one tooth, one nail."

Carlos' art work is like his conversation; it tells stories. When you look at his neighborhood picture, there is Columbia Road complete with the Drug Fair. His pictures are peopled with stick figures with expressions on their faces actively doing things, and when asked to describe his pictures, a story spills forth.

When asked a question, Carlos takes time to internalize it, and then speaks paragraphs. He answers everyhing so thoughtfully that sometimes he would bring the interviewer back to a previous question if he had more points to add.

Cognitive style. Carlos is definitely field-sensitive; everything about him is relational.

BEHAVIORS;

Language. Carlos was able to do both English and Spanish instruments with no difficulty. His oral English is accented, but he has a good command of structure, expecially the ability to tell complicated stories sequentially with appropriate changes of tense. He is also very aware of what language he is speaking where. For instance, in the neighborhood, he speaks English, except with his cousins and his soccer team. He speaks Spanish with them, and one friend he speaks with in both Spanish and English.

Flexible interaction style. Carlos very fluently states the rules of behavior for different settings, and the consequences for different kinds of behavior. He had high attention on all the research tasks and was truly engaged in most of them even when he was concerned about finishing something on time so he could get to a soccer game.

Coping ability. Carlos is a good coper. All the independent raters saw him as a very adaptable kid, social, articulate, and competent who was able to handle trouble in a variety of ways. If he is in trouble he first tries to handle it herself, he tries to think of "some better thing to do," but if he needs it he will seek aid, and he usually goes to his teacher, his mother, or his father. The kind of thing for which he usually seeks help is being nervous or scared, like when his cousin told him if he saw a red light that meant the devil was coming to get him. What is interesting about Carlos' is that he freely admits when he is scared. He also has good information-gathering skills and is not embarrased to ask questions, e.g. "What does 'realistic' mean?"

The scores of our research population on authority measures will be a little anomalous because of the age of our population. Most are still learning that structure exists, not rebelling against it. Most, if not all of the children, said they would never question any order given by their parents or their teacher. Carlos answered in the same manner, but then in his usual, thoughtful way he made the observation that parents and teachers "would just have to correct themselves."

Coping style. As Carlos countless fight-stories indicate he is direct but flexible. He will face confrontation but does not count it. He often seems to change adversaries into friends, like a bigger boy who knew karate who used to beat him until they became friends. The egg and rock-throwing fight ended with friendship as well.

*Carlos dropped out of the After School Program about midway through the research period because he wanted to play soccer with the Police Boys Club, but he agreed to return periodically to finish all the research instruments so he could be included in the final research sample.

## CASE STUDY NO. 15: VINCENT

Vincent is an eight-year-old third grader from a Peruvian/Guatemalen family, but born in this country. He is a small, wiry, high energy, high strung kid and quite unpredictable. He plays two roles: the tough street kid with the trappings, a kind of raspy-voiced, out-of-control, James Cagney-The Fonz-character-from-West-Side-Story (he does this very convincingly) and (to quote on of our independent raters), "a serious, civilized child who enjoys school and comprehends the adult world and aspires to a professional career." Adults could often cheerfully strangle Vincent-the-tough. At the present moment it is uncertain whether Vincent is controlling the roles or whether they are controlling him. Both characters, however, are quick and full of high style!

SITUATIONS:

Home. We have no parental assessments for Vincent. His parents are not involved in After School Program activities, and Vincent sees himself to and from the program. However, he is a regular attender. He is an only child. His mother is from Peru, and his father is from Guatemala. His parents may be divorced (This because of his response to "The trouble with parents..." sequence in his taped interview which centered on parents arguing and divorcing), but the researchers are not certain. Be that as it may, his comments about his family show his family environment to be very stable whether the father is in residence or a regular visitor. He has chores to do. Discipline seems even-handed and fair (going to bed early, not watching T.V., not playing outside), and he certainly knows what the rules of him home environment are. He goes places with his parents, "to the ice cream place and all them things (this was one of his street-tough days) near Du Pont Circle to get ice cream sundaes with my Dad."I On his "Who Am I" he said outright, "I love my Mom and Dad" (That was on a day when he was talking about how Pope John-Paul speaks eight languages while he, Vincent, speaks two...He also mentioned how much he likes to read that day). However, even one of our independent raters, who only evaluated Vincent's taped interview made a special note about how much he appears to enjoy his family.

Street. Vincent plays on the street, and he is deep into proving his status. He is learning to be his own person, to think for himself, but meanwhile he is very tied up in following and impressing the older/bigger boys. Vincent often gets into difficulty in this venture. One reason fights occur is that Vincent has a big, smart mouth. When he is able to do something better than the bigger/older boys he lets them know about it. This causes him to get "picked on" and he thus becomes very defensive in his relationships. As he gains confidence and does not have to brag all the time, he shoulds become less defensive, and then maybe he will be able to share and learn from his peers better.

School. Vincent is bright and creative, but sometimes his two roles get in the way of each other. As one of our independent raters, an experienced elementary school teacher who is suberb with high-energy boys, wrote after hearing his tape, "He'll do fine in the classroom as long as he's challenged. I would love to have him in mine." This is not happening in day school where he gets very mediocre grades and where the teacher complains that he is inattentive and that he does not get the meaning from printed matter (by that she meant following written directions). She also commented that he completed tasks and reads in his spare time (he must be getting the meaning from those written words!). Anyway, it does not appear to be a very challenging environment. He also does not have very outstanding achievement scores, 78% (items correct) in reading and 26% in math.

Now compare his After School Program teacher's comments, a young pre-med student, very academically oriented, who worked with the older children in reading, math and English:

> "Vincent's ability to concentrate and work independently surpasses that of his peers and of many of the older students...He has an outstanding ability to synthesize appropriate questions and to set about answering them independently...He is extremely

> competent in math, reading, and verbal skill. He quickly adapts to new academic material when challenged with it...His creativity (is) quite impressive. He has recently been advanced out of a group comprised mostly of his day school classmates, as he is beyond their ability levels academically. He has been placed with a group of students one and two years older than himself with whom he was observed to interact on the playground and outside of the classroom. At first he doubted if he could keep up with the older children in their studies, but he has proven to himself that he can."

So, what is the problem in day school? On Coopersmith's Self-Esteem Inventory, Vincent provides one answer to this question himself?

> Item: I always do the right thing.
>
> Vincent: "But not in school."

Also, as his experience ,with the Embedded Figures Test reveals (see Cognitive style) Vincent has a tendency to work too quickly and thus inaccurately on standard tests.

DISPOSITIONS:

Self-system. Vincent is confident and can take care of himself, but he is constantly dealing with the fact that he is small. The macho role is endemic in this age-group, and it may be even more acute with Vincent because he has a small Central-American stature in a neighborhood where many of the black kids get very big very early. Vincent is quite aware of the image he is projecting. When he had his Polaroid taken, he adopted what he called a "Fonz" stance. He adopted the same stance for his Whole Body Drawing, making certain that his shoe laces were tied and his hair in a properly "Fonz-like" configuration. When he was coloring in his Whole Body Drawing, he only had time to put in one eye because he spent all the rest of the time coloring in his hair, a black wave.

Vincent is not only aware, he is a bit touchy about himself. He refused to answer the following items on Coopersmith's Self-Esteem Inventory, possible because they were too revealing or possibly just because he likes to be in control:

# 9. There are a lot of things about myself I'd change if I could.

#17. I'm often sorry for the things I do.

#31. Things are all mixed up in my life.

#36. I can make up my mind and stick to it.

#44. I'm not as nice looking as most people.

#53. Most people are better likes than I am.

Vincent did the entire Self-Esteem Instrument himself, read it, made the x's and crossed out the questions he would not answer.

Vincent's national/linguistic identity is a little complex because it depends on what role he is playing. The street-tough is predominantly English speaking and grudgingly says things like, "I don't talk Spanish too much." It was that Vincent that answered the researchers' official patterns of language usage questions. The other Vincent, Vincent-the-intellectual, says things like, "I speak two languages of two countries," wishes he spoke five, and admires the Pope who speaks eight. He has never been to Peru or Guatemala, or as far as national identity is concerned, Vincent-the-tough said "I never think about it, so forget about it."

When the various Vincents are asked what they would like to be when they grow up, Vincent-the-tough says, "A boxer." Vincent-the-intellectual wants to go to college and be a doctor or a scientist. His After School teachers have suggested business, law, medicine, or literature as presenting possible career areas for Vincent. His day school teacher did not respond to that item on the evaluation.

One of the After School teachers did an exercise on Hopes and Fears with a group of the older students. There mini-essays had a startling similarity in that they had to do with fame and wealth (often being a sports star) and with a fear of death. Vincent did two mini-essays:

> I wished I was a basketball player and a football player. I am afraid of being dead too young and I want to be rich.
>
> I wished I was a football player and a basketball player and I wished I was married too and had three kids and I wished that I was rich.

In his taped interview he expressed a fear about crossing the street in front of the school on rainy days, because he might get hit. At first the researcher was alarmed about all the talk about early death but evidentally a developmental aspect of the middle years is a rather macabre concern with safety, becoming dead, and death itself.

In Vincent's case there may be an additional underlying concern. When he did his Clay Array he had made a figure in the upper right hand corner which he labelled "Stevie-the-Angel." Just from his manner the researcher thought it might represent a sibling who died, but she did not press for more information. When it came time to talk in detail about the Clay Array during the taped interview, and the researcher reminded Vincent how he had labelled his figures, he accused the researcher of labelling it that and refused to discuss it any further.

Empathic ability. Although Vincent does not talk about feelings often, they are there, and he can accurately describe both his own and other: (witness his expressed love for his family on his "Who Am I." He is also able to deal with other points of view, even that of his day school teacher. He talked about how hard it is to get kids to learn:

> "Kids don't listen; they don't behave; they act up and she has to straighten them, and it's too hard to straighten them, and it takes years to finish the job."

How's that from what must be one of her most frustrating "straightening" jobs!?!

When Vincent was asked how he would help a new kid in school who was just learning English, he gave an outstanding and unique reply:

"I would try to learn to talk his language..."

There is a true multilingual communicator! He would also help him learn English...play with him, talk to him a lot, and (Vincent-the-intellectual can even be charming) "send him to you" (the researcher) to learn English.

Cognitive flexibility and complexity. Talking with Vincent-the-intellectual is like conversing with an adult. Responses flow and are rich and realistic. This Vincent can give good situational rules of behavior, including how to handle disagreement in different interpersonal situations. With his parents he gets mad at himself for not listening to them because he usually does what they tell him. He does not disagree with his teacher, and with friends he just disagrees; they are not his parents. This Vincent understands consequences and is capable of doing any kind of logical progression. It was probably this Vincent that did Peck's Long Views of Life Instrument in English. (Yes, Vincent, impatient, hyper Vincent, did that 96-item questionnaire, except, of course, it was the other Vincent:..) But even street-wise Vincent is no cognitive slouch. He is very precise about status-heirarchies, i.e., older/younger, bigger/littler, etc. He also has a good sense of spotial relationships and of city-space, i.e., Washington as a larger entity, not just Columbia Road. In addition, this Vincent has an imaginative sense of humor which he used to open his taped interview:

"How old are you Vincent (who is eight)?"

"I'm eleven, but I'm short" (slight smirk).

"What grade are you in?"

"Third. I should be in fifth, but I was held back because I talk too much " (full smile).

Cognitive style. One would think that Vincent would score quite field-independent or as bicognitive. One the Embedded Figures Test he got a very low score. Watching him take the test gave some clues as to what his difficulties might be on standard tests like achievement tests. He is impatient, and he works much too quickly. On the first part of the test he found the figures himself even if he made an incorrect initial choice. On the second part of the test he ceased doing this after incorrect choices, became passive, and chose not to continue after he made three incorrect choices in a row. (Every child had this option, but only a few chose it.)

It might be also that Vincent is after all more field-sensitive, and that he learns best in a learning situation which is interpersonally mediated. In the After School Program with a small group of students his teacher is there to help him deal with his impatience and encourage him to keep trying. In a larger classroom the teacher does not have time for this sort of individual attention everytime a student might need it.

BEHAVIORS:

Language. Vincent has some difficulties with his attitudes towards his bilingualism:

"I talk English at home, but I can speak Spanish."

"That's called being bilingual."

I know someone who speaks eight languages."

"Who's that?"

"Pope John-Paul."

"I have a cousin named Jaime, Jaimito, no, Jimmy."

"What are you called at home, Vincent, Vincente?"

"No, Niñito, no, Vincent."

However, he did both Peck's English Views of Life Instrument and Diaz-Guerrero's Spanish Filosofia de la Vida Instrument with no trouble, and one of his After School teachers commented particularly on how he "uses his bilinguality with ease, particularly with his peers," and that "he code switches with ease."

He also speaks two forms of English. It is not so much Black and White English, as two different registers of English, educated and uneducated, constricted vocabulary and elaborated vocabulary. Vincent-the-tough could not understand the words "recently" and "subject." Vincent-the-intellectual used such words as "Education" and "cooperation" ("That means listen to the teacher," he added for the researcher's benefit.)

Flexible interaction style. Vincent certainly manifests a variety of interaction behaviors. All, however, are not terribly functional, and it often appears that the mode is impredictable rather than flexible. Vincent is very impatient and distractable. While he did the Self-Esteem instrument all by himself, it took him three days to do it.

Vincent's taped interview was done on two days. The first day Vincent-the-tough was interviewed. The second day it was Vincent-the-intellectual. The reason it was Vincent-the-tough on the first day was that Clara (Case No. 13) teased him on the way to the interview, then Armando (Case No. 9) came and burst through the doors of the interview room and stuck out his tongue at Vincent. Of course, Vincent had to defend his honor and tore down the hall after Armando, researcher trailing behind. Eventually the researcher caught up. While the researcher held back Vincent, the director of the program held on to Armando while they hurled insults at each other. The researcher was later informed by the director that this was an old street tactic for maintaining face without doing physical harm, i.e., the protaganists have their friends hold on to them, and they can thus begin each insult with, "If they weren't holding on to me, I would break your face..." etc. In any case, these events assured the absence of Vincent-the-intellectual for the rest of the interview. Vincent-the-tough eventually took over the interview (i.e., asked himself all the questions with the help of "cues" from the researcher, a technique he had employed to get through his "Who Am I" too. Amazingly enough, one thing that seemed to calm him down was hearing how "bossy" he was sounding (he was also operating the tape recorder).

When Vincent arrived to continue his interview the second day, who should offer to carry the tape recorder and other equipment down to the interview room? Why, Vincent-the-intellectual, of course.

As mentioned above (see Street) Vincent-the-tough is usually the role he plays in the presence of older boys. However, among peers, Vincent-the-intellectual becomes something of an old world diplomat. One day, Senor Nicolas C. (No. 3), Nicolas B. (No. 4), Jacqueline (No. 16), and Vincent (all age-mates) were playing soccer. And there was Vincent acting as the arbiter of all disputes, the architect of compromise, building a nice, participatory game in which everyone played fair, and no one had the advantage.

Coping ability. When Vincent becomes fully in control of all the behaviors he knows how to perform, he is going to be a rather effective human being. He is already discovering some ways to do this for himself, e.g. his inclination to try and gain control of the process he is in (as when he became the "interviewer" as well as the "interviewee" while doing his "Who Am I" and the taped interview).

He is also learning how "to count to ten." When we returned to the interview room after the incident with Armando, Vincent just got there, breathed heavily, and almost literally "steamed" for a few minutes. The researcher asked him if he did that often when he was angry. He announced in the affirmative. He was interested in having himself "steam" on tape.

His unilateral decisions about what he will and will not do, answer or reveal is possibly an antecedent of a true negotiating posture. At present though he is content with emphatically stating his position, i.e., not answering some of the Self-Esteem Inventory questions; announcing in the last third of the first day's taped interview, "I'm not going to asnwer all these questions! It's too much! I'll be sick!" Or, and this was much closer to a negotiating posture, when he was asked if he knew anything about the history of his family, he replied firmly, "I know stories from my mother, but I can't tell you about it, so don't ask me that question." In any case, Vincent certainly has no problem stating his opinion.

One of Vincent's best coping skills at present is his information gathering technique. He is absolutely never embarrassed to ask about what he does not know, e.g., what does that word mean? how does that work? etc.

Coping style. Vincent's style is active, sometimes over-active. Instead of a quiet "I don't know," Vincent commands, "Don't ask me that question!" He is always in the process of making the focus of control be himself.

The two roles Vincent has adopted for himself, Vincent-the-street-kid and Vincent-the-intellectual, are presently culturally adaptive on a daily basis to his street and school life respectively. Now if he could just keep the roles from turning up at the wrong place at the wrong time, and become truly flexible as regards role assumption....

Which of these roles will influence Vincent's life most, the uncontrolled, fiery, street kid or this other person who explicitly and elaborately expresses cause and effect relationships and who can synthesize behavioral codes comprehensively? Or will they continue in tandem? Or is there some other more comprehensive role waiting in the wings? Will the boxer, the doctor, the scientist, or ??? ultimately prevail?

## CASE STUDY NO. 16: JACQUELINE

As one of the independent raters said after listening to Jacqueline's tape, "She is eight going on thirty!" That's Jacqueline, and exuberant, wide-open, eager, bright, source of a constant stream of chatter. She is always up. She has survived and even managed to flourish in a potentially traumatic year: 1) the divorce of her parents, 2) her father's re-marriage, 3) the birth of her father's last child with her mother (she also has a three-year-old brother), 4) a new school, and 5) an initial negative evaluation by her teacher over issues related to rebelliousness on Jacqueline's part. The latter she turned into a positive evaluation (Pygmalion in reverse); the other issues she is still dealing with. The distinctive thing about Jacqueline is her forthright honesty about all aspects of her life (her mother is the same way); she is very reality based. In addition, she has marvelous dimples.

SITUATION:

Home. As one might gather from the above Jacqueline's home life is in a bit of a disarray. However, one cannot understand her ability to cope with this without understanding something of her mother's history. Jacqueline's mother is the eldest of nine children and a twin. She was born and raised in New Mexico, a Chicana. There were three girls and six boys. Her youngest brother is now fourteen.

Her mother and sisters are in Washington (one of whom lives in the same apartment building as Jacqueline). All her brothers are in Arizona. A grandmother (Jacqueline's great-grandmother) and cousins are in New Mexico. Jacqueline's mother's father did not believe in education and would not allow Jacqueline's mother to go to high school because the school was downtown, and he would not allow his daughter to go all that way unaccompanied. When she was struggling to finish school she even thought of joining the army, and her counselors at school were a source of support. Finally a high school was built near her home, and she was able to finish school at nineteen, but she always felt out of place because she was older.

Jacqueline's mother describes her father as "an odd man, but loving." It is impressive that she can talk about someone who has been such a big obstacle in her life in such a balanced manner.

When Jacqueline's mother graduated, she took the Civil Service Exam, passed by one point, and got a job in Washington. She wanted to leave New Mexico. She was the first one in her family to leave, and she has gradually brought all the members of her immediate family here, some to stay and some for visits.

Her job has led her into computer-related work. She has been in Washinkgton fourteen years. She married one year after her arrival to a man, a Bolivian she had known three months. He is the father of her three children, Jacqueline, age eight, a boy, three, and another girl, under a year. They were divorced this past year.

She has been active in several work-related self-improvement groups, and she and the children are active in a non-denominational group which has meetings three times a week. Both she and Jacqueline enjoy this activity very much.

Although Jacqueline's mother was shy as a child, she is a very open, honest, expressive person today. Jacqueline's sense of realism definitely stems from her mother's attitudes about life. Jacqueline and her mother do not have a smooth relationship. Her mother says they are too much alike, "too bossy," and Jacqueline's mother admits she is often impatient and does not respond enough to Jacqueline's good behavior, but she is willing to keep on learning better ways to manage her life and her children. She was one of the mothers that said she would value the opportunity to talk with other mothers with children in the program, even once a month, and build a more cohesive relationship with the After School Program.

Jacqueline's main-problem at home from her mother's point of view, is doing what has to be done when she does not want to do it. She constantly tests adults and is not very obedient. Her mother's main forms of discipline are spanking, taking T.V. away, not letting her ride her bike. But some of the reasons that they get on each other's nerves is that there are four people, one adult and three small children in a two-room apartment. There is no privacy.

Jacqueline's view of her difficulties at home are remarkably consistent with her mother's. On her taped interview she announced in a conspiratorial whisper that she does not behave well at home, and at various times during the research period she has said that her little brother bothers her or that the baby cries all the time. On the other hand, she is very proud that she can carry the baby, and she says she loves babies (all the children in the program do). When babysitting arrangements do not work out, Jacqueline is sometimes primary caretaker for the two little ones.

Jacqueline's mother wants to enable Jacqueline to master what she enjoys, to discover what her talents are, something that Jacqueline's mother never had a chance to do herself. She wants her to go as far in school as she wants to go, although she will not force or hinder her, but, learning from her own experience, she definitely wants Jacqueline to have a career or profession before she marries. Jacqueline's mother is one of the few mothers in the program that does not work as a maid.

Street. Jacqueline is not allowed to play on the street much. She does play with one friend in her apartment building. In the After School Program, she is a leader and organizer. She is very good at making friends and making other children feel comfortable, although sometimes she has a tendency to over-mother, and if someone slights her, she generally lets them know about it and gets back at them some way. Among the girls in the program she was one of the few that moved freely between boy and girl groups. Many of the other girls had to be encouraged to do so; others refused. Once she was left behind in the park and was really scared when the researcher happened by and saw her safely back to the school building. She definitely knows the realities of city streets.

School. Jacqueline transferred from Ross to Adams School this year because she thinks Adams is more supportive of Hispanic children, so this was Jacqueline's first year at Adams. As mentioned earlier she began the year by making a quite negative impression on her teacher which she reversed by year's end, and this with a teacher who disciplines children by having them stand with arms outstretched "like a tree." (Said Jacqueline quite outraged, "You should be in a corner!")

In the After School Program Jacqueline's main problems center around 1) paying attention, 2) not having to be the center of the instructor's attention, and 3) controlling her sociability. She makes very impressive progress when she focuses on learning and is rather good in math. Her After School Teacher believes she has the ability to make top grades in all subject areas, but that lack of individual attention hampers this kind of achievement in her regular school program. She is, however, making predominantly VG's (very goods) even there.

DISPOSITIONS:

Self-system. Jacqueline will introduce herself as she did to the researcher at the beginning of the project:

> "Who Am I? I'm Jacqueline. I'm pretty. I'm a girl. My teacher's name is _______. My mother's name is ______. My father's name is ________. I'm very good in class except I talk too much in class. I talk too much at home all the time. My brother bothers me all the time. My baby sister cries all the time. I am the oldest. I always carry her...."

The above was written by herself mostly in long-hand with only an occasional assist from the researcher in February of second grade. The next day, she came back and dictated:

> "My father is 31 years old like my mother. (I guess that is why she married him; they are the same age.)...I am going to be eight years old. I am a tomboy. My mother is divorced from my father."

The last sentence she wrote herself when she saw her mother coming to pick her up, making certain that her mother would see it, and then making a big fuss about hiding it.

Jacqueline comes through loud and clear in these passages, her confidence, her awareness, her honest assessment of her behaviors, the fact that she feels pressured by her siblings (a fact reiterated by an editorial comment to an item in Coopersmith's Self-Esteem Inventory that no one pays attention to her at home "because of her baby sister"); that she is deeply upset about her parents' divorce and is having a hard time handling it and does not feel comfortable discussing it with her mother. At the same time she is letting her mother know that, a first step in dealing with the whole problem. The only thing she left out is that as well as being a tomboy, she is also a flirt.

Jacqueline is not highly aware of her identity as either a Chicanoor as a Bolivian or as a generalized Hispanic. She has never been to either New Mexico or Bolivia, though relatives have visited her here and she knows that Bolivia only has two T.V. channels!

Empathic ability. In Jacqueline's taped interview while she did not precisely state other people's feelings, and perspectives, she amply demonstrated her ability to rapidly interpret social space and to move in accordance with that interpretation, and she is very expressive of her own feelings. She was able to say that her step-mother "is not part of my life, and i do not like her;" she knows how to convey her hurt over her parents' divorce to her mother; at the same time she is able to articulate why her parents divorced ("They fought too much; they didn't agree.") She is also able accurately to describe in vivid detail the common circumstances of second-grade social life, i.e., who likes whom and why, etc., as well as the common scenarios of disagreement:

> "What happens when you misbehave in the neighborhood?"
>
> "We fight, somebody gets hurt, then we say, 'Sorry, sorry'."

Jacqueline's stance towards the perspectives of others is very functional in her life at the moment. It is as if she is acknowledging them, so that she stays in touch with reality, but she does not allow them to overwhelm her own perspective, her own hurt. She is maintaining her own focus of being, of feeling, and by so doing will eventually be able to work out her problem. She is avoiding what the researchers have come to call (compliments of Dr. Leslie Grey who coined the term) the "empathic fallacy."

Cognitive flexibility and complexity. Jacqueline's responses are characterized by fluency and flow, by long, vivid sentences which are cognizant of subtle nuances. For instances, when asked about her house, she replied, "I don't have a house; I have a building." When asked what was the most difficult thing about her first day of school at Adams, she responded, "There was no most difficult thing." And she was one of the few children who could give any information at all on how one became their chosen profession. In Jacqueline's case, it was taking tests to become a nurse, and she expressed her understanding in an if/then clause. She repeatedly demonstrated a solid understanding of time sequencing and cause and effect. Her most developed ability though is her ability to vividly describe social interactions and situations. Her After School teacher commented on how rapidly she adapts to new academic concepts as well.

Cognitive style. Jacqueline is certainly field-sensitive in manner in that she is very socially aware and prefers socially mediated tasks. However, she also obtained the highest score on the Embedded Figures Test of any child in the research population. She did the test as if she were in a competition; it was obvious she wanted to get a perfect score. She really concentrated and stuck to the task, and for someone who is so habitually quick and glib, she took time to figure out the difficult items, took time to recheck her initial perceptions.

BEHAVIORS:

Language. Jacqueline's Spanish is mostly passive, and she was unable to do Diaz-Guerrero's long Filosotia de la Vida instrument in Spanish, although she was able to do Peck's Long Views of Life Instrument in English with no problem. (due to the fact she loved the individual attention this afforded her by the researcher, as well as to the fact that she is a very bright eight-year-old). Both languages are spoken at home, but mostly English. Her mother speaks Spanish, reads a little, but does not write it and was more comfortable with the parental interview being conducted in English.

Flexible interaction style. Jacqueline can be very helpful with other children, particularly in facilitating interactions in a group; she can also be disruptive when angry at another child. With adults, she quickly finds out what is expected, but then chooses whether behavior will conform to those expectations or not. She is always knowledgeable about appropriate behavior if not particularly sincere behavior (see her description of neighborhood disagreements above). In every case she was able to accurately describe rules of behavior for different situations (home, street, school). With no prompting. Two of her editorial comments on Coopersmith's Self-Esteem Inventory illustrate her sensitivity to situational variables and her decision-making about how she will respond to them:

> Item: If I have something to say, I usually say it.
>
> Jacqueline: "No, especially not in class. In my home, it's O.K."
>
> Item: I can't be depended upon.
>
> "Jacqueline: "With my teacher, but not my mother. With my friend if she is nice to me, but not if she's bad.

She is particularly effective in new situations where she has to initiate interactions to make friends, this with either peers or adults. She is also very good at constructing social situations, as once when she sent her friend Jason out of the room when she wanted to tell the researcher something privately, or as when she invites another child into the After School Program, she is a good recruiter.

Coping ability. Jacqueline has lots of chutzpah. She is competitive ("anything you can do, I can do better"). She has learned early not to put all her eggs in one basket, e.g., on being a nurse, "If I don't pass (the tests), then I'll be something else." She lives in the real world, and is matter-of-fact about the circumstances of her life even while these circumstances are causing her pain. And probably most characteristic of a resilient person, she seeks aid where she can find it. This she does with the express approval of her mother who has specifically said, "If things ever get out of hand, go to your teacher or to me." In those cases where she is uncomfortable going to her mother, she freely goes to After School staff.

Coping style. The hallmark of Jacqueline's style is her flexibility and fluidity. She takes care of things mostly herself, but she can also seek aid. She is direct, but she also employs her charm to solve her problems. There is something about her that always keeps moving. All set backs are temporary. She makes mistakes, but her constant explorations will eventually uncover better resolutions. Like her mother, she is a learner.

## CASE STUDY NO. 17: ROGER AND NO. 18: AURELIO

Roger and Aurelio are two Peruvian brothers. Roger is seven and Aurelio is nine. They are well-dressed, good-looking, polite, and almost look-alikes. When you first meet them, it is very difficult to tell them apart. The older brother was born in Peru, the younger one in the U.S., although he went back to Peru as a baby. He returned to the U.S. when he was a year old. Both boys returned to Peru the summer before the research project took place to visit their grandparents, and they spoke very warmly of that experience. The younger brother is always being mistaken for the older one. This is another case of uneven sibling abilities. In this case, the younger sibling outshines the older one. Even on their taped interview, the differences were very apparent. Independent raters consistently described Roger, the younger brother, as mature, realistic, easily adaptable to different cultural settings (the only time this description was specifically elicited), highly intelligent, very creative, and analytical. Aurelio, on the other hand, was described as immature, distracted, disorganized, disconnected and unfocused. It is almost as if by having a younger brother who looked so much like him and who did everything so well that the older one had misplaced his "self." It is uncanny but Roger's (the younger brother) first memory is of sitting in the car by himself with Aurelio crying because he was sitting in what used to be Aurelio's seat. With the arrival of the new baby sister, Aurelio is possibly feeling threatened again.

## SITUATIONS:

*Home*. The boys' home appears to be a warm and complete one. Their mother has been a pre-school teacher at a nearby center and is a caring, loving person. The boys' father is a housepainter, and Roger is proud of his father's ability to also do things like build a bathroom in the basement. Being helpful at home is stressed. There is a lot of structure in both their home and school life (they go to parochial school ) which the boys themselves do not have to create or negotiate. Their mother feels that both boys are generally well-behaved with adults, but both have some difficulties in controlling themselves when they are around very active children.

The pictures the boys drew of a happy home situation are perhaps indicative of their psychological space. Roger's picture shows the whole family sitting on the couch watching the new baby in her crib with a mobile over her head. Roger's father is drawn complete with his beard. Pictures are on the walls and there is a chandelier. Everything is very integrated. Aurelio's picture is an unfinished picture of *his* room, very well done, with all his things, but no people. The pictures conveys a sense of a safe, warm nest that belongs to him. In their Clay arrays, again, Roger includes his entire family with himself and his baby sister done as complete figures, not just faces. However, the faces of the rest of the family are very complete, mustaches, hair, etc. Aurelio made just faces, and rather simple ones, and he left himself out altogether.

Street. Both boys, like all the other boys in their age group, are involved in gaining status with "the boys." They have passed the age where they are babies that older Hispanic boys protect. They now have to prove themselves. Roger feels comfortable in his neighborhood because he "has a dead end" where there are seven other kids (counting babies). These children speak Spanish and English. While Roger feels safe playing in this area, and he is fairly confident of handling any problem that would arise, he would go to his mother for help if he had to. Aurelio, when asked how he felt about playing in his neighborhood, just said that he was worried about falling down.

In the After School Program, teachers comment on how well Roger gets along with his peers and on his leadership ability. Aurelio, on the other hand, is described as being socially unskilled. He is dominating and dogmatic (although not a bully), is often rebuffed by the other children, but he keeps on trying to interact with them without changing his behavior. He often ends up whining and crying. According to his mother, Aurelio is at his best when he is along playing with his little cars.

*School.* As mentioned above, both boys go to parochial school, and we have no data from that school. Their mother reports that the boys get average grades. Perhaps she was being modest. In the After School Program, Roger is seen as extremely bright and as extremely skillful and competent. Aurelio, while he is seen as being adept at reading, has a short attention span, poor concentration, does not stay on task, and gives up without trying. The After School teacher made a very insightful comment about the dynamics between the boys, however, if they are in the same learning environment, in that

> "Roger needs to gain a sense of independence from his older brother who is providing a kind of pacing for Roger and hindering his academic growth."

Could it be that Roger senses how he threatens his brother and so in the interest of good relationship modifies his own behavior so he is not such a big threat?

## ROGER

### DISPOSITIONS:

*Self-system.* Roger is very mature. He is socially at ease and intellectually at ease. He is realistic about his strengths and weaknesses, his good behaviors and bad. When asked to describe himself he said he was a smart boy, good at math, had black hair, blue pants, white shirt, blue tennis shoes with yellow stripes, and that he usually wears a tie. When asked to assess his behavior at home, at school, and in the neighborhood, he came up with the following assessments:

he behaves well

at home: Not so well

at school: Most of the time

in the neighborhood: Some of the time.

This agrees perfectly with his mother's assessment of his behavior.

His response to the question of dual identity, whether he felt Peruvian, American, or both, was very interesting. While he answered, "Both," he added, "When I am in Peru, I feel Peruvian; when I am in the United States, I feel American." This was the only case of "situational ethnic identity" in the study, and it was spontaneously generated not elicitied.

As for the future, while Roger would first like to be a "house builder," he would also like to go to college, become a scientist, and study space. This is a very coherent child.

When asked to describe his brother, something interesting happened. He began by saying that Aurelio had black hair, wore the same uniform as he did, went to the same school, etc. When asked how they were different, he replied that they were not twins, that they had different voices and different shoes.....

Empathic ability. Although Roger did not directly demonstrate his empathic ability in words (he at no point spoke of feelings), his ability to assess his own behavior is very high, his descriptions of other people physically and behaviorally are very complete, he continually makes a connection between good behavior and helping others, and he has a clear perception of the cause and effect relationship between his own behavior and the reactions of other, so all the antecedents of true empathy are there. One must also note his genuine warmth towards his baby sister. She is currently his favorite person. The day she came home he proudly came to the After School Program with a picture of her to show to everyone. He also made the interesting statement that the trouble with parents is that it is hard being a parent!

Cognitive flexibility and complexity. When speaking of Roger's cognition one keeps returning to the words thoughtful, coherent, complete, clear, realistic, accurate. He has very good perceptual ability which he very comprehensively expresses with all necessary supporting detail, e.g., his father's peach car, his and his brother's different voices, the trash truck that comes and "smooshes" up the trash. His drawings reflect this perceptual accuracy also, and they tell stories as well, which in turn is reflective of his ability to relate verbally his social memories, his personal experiences, his first memory, visiting in Peru, and the day his little sister got her ears pierced.

Roger knows how to answer questions, and one of the independent raters suggested a connection between parochial school training and this ability in someone with an academic frame of mind. Roger's interview was one of the most complete ones taped, and he was comfortable with every one of the series of logical progressions (descriptions of appropriate behaviors, Ravenette's "The trouble with..." series, Kelly's personal constricts, Weinstein and Spinak and Shure's ideal us, real behavior, etc.).

His ability to work independently competently was phenomenal. He did his "Who Am I" on the basis of a single prompt (i.e., "who are you?"), printed it all out himself with no help from anyone, and the result was very organized, correctly spelled, and very neat. He also labelled his Clay Array himself.

He also had no trouble with either Peck's Long Views of Life form in English or Diaz-Guerrero's Long Filosofia de la Vida in Spanish.

In addition, he was one of the few children who could really project themselves into another situation. In the case of his self-description, he had to do this without benefit of a Polaroid (due to logistical difficulties), and he was able to do the talk of imagining himself looking at a picture of himself and describe it, all with no hesitation.

Cognitive style. Roger appears to be both socially and analytically intelligent so he ought to test both field-sensitive and field-independent.

On the Embedded Figures Test he worked in a craftsman-like manner. He had a little bit of difficulty determining the correctly sized embedded figure (no trouble with the shape), and he appreciated not being under a time constraint, i.e., it is not a speed test.

The fact that he works so willingly independently with no cajoling should also be an indication of field-independence.

BEHAVIORS:

Language. Roger is completely bilingual with a sophisticated skill in English including an immediate comprehension of a word like "opinion" as in "Whose opinion matters to you the most?"

Flexible interaction style. Not only does Roger act appropriately in most of the situations in which he is involved, but he also has the ability to pay attention and perform without a task being intrinsically interesting to him. He can politely ask, "How much more do we have to go?" and then continue on relatively unperturbed. He is also able to keep on task with constant interruptions.

Coping ability. Roger's ability to pay attention in less than ideal circumstances is illustrative of the fact that good coping does not posit the absence of problems but rather their effective handliing. Roger handles everything well.

Coping style. Roger has a flexible style which just quietly flows. In a non flamboyant fashion he just settles down and does his task with the tools appropriate for the performance of the task.

## AURELIO

### DISPOSITIONS:

Self-system. Aurelio does not seem to be able to articulate very much about himself. On his "Who Am I" he listed with much prompting what he likes to play, to eat, and the cartoons he likes to watch. He also said in response to a prompt ("What makes you mad?"), "It makes me mad when my brother is mad at me; he bother me." And when asked, "What else is important about you?" he replied, "My just born sister...on Monday she came home." On Coopersmith's Self-Esteem Inventory he was the only child in the study who responded he was not happy with his sexual identity. On his taped interview when asked if he felt more Peruvian or more American or half and half, his initial response was, "I feel good." When pressed further, he replied, "I don't know." He was, however, one of a few children to name a hero or model he would like to be like, but he named first cartoon superheroes, then policemen. The impression he gives of being alone within his family in his situational drawing, and the sense that he "forgot himself" in his Clay Array has been discussed above in the section on Home.

Empathic ability. There was no verbalization of empathic ability in any of Aurelio's materials, and there was no behavioral manifestation of it in terms of his daily actions. There is the impression that Aurelio is somehow locked inside himself. When asked on his taped interview who the important people in his life were, his response was, "Me, nobody else. This (the task) is hard." Quite often during the interview he expressed the fact that he found the process difficult.

Cognitive flexibility and complexity. If Roger is a master at answering questions, Aurelio seems almost totally unable to do it. It is as if the process itself makes him nervous and edgy. Aurelio spent most of the interview time avoiding the task with "I don't knows," inappropriate responses, and a strange kind of disconnected fantasy (when asked whose opinion mattered to him the most, he began talking about "my magic" and the trick where you "put a boy in a box, take the bottom out, with part of the head sticking out ... "; he did not continue despite promptings to do so). Aurelio is also very disconnected about time.

There were three areas, however, where Aurelio was willing to be verbally expressive: 1) on several self-initiated items, e.g., how the McDonalds' gift certificates worked, how tape recorders work; 2) on giving directions on how to get from his house to his school (which were very detailed and complete); 3) about his room and where things were in it (in which description he appeared to be very orderly and thorough).

He also was able to do Peck's Long Views of Live Instrument. This is interesting because it is very tedious. However, it consists of a series of 96 forced choices, so although it may be tedious, one does not have to produce language or behavior to do it, one only has to choose.

Aurelio's best production occurred in his drawings. He is a draftsman rather than an artist. The picture he did of his room was very detailed and was correctly done in formal perspective which, when asked, he said he had taught himself. The picture was unfinished probably because something distracted him.

The observation by his mother that he plays best alone with his cars, coupled with his observed distractability in other situations might indicate that he is extremely sensitive to external stimuli. This might also be the cause of his difficulty with situations like the one-on-one interview. Being the center of attention and having to produce behavior with everyone looking at him may be too much of a stimulus; it may be overwhelming.

Also, when doing his taped interview, as part of his general avoidance behavior, he was flipping through some colored photographs the researcher had taken of events in the After School Program. Suddenly, Aurelio stopped and began sliding two pictures back and forth, back and forth. "Look, it's just like a movie!" and sure enough, the pictures taken just seconds apart, showed the director of the Program looking up in one picture and down in the next, and when you slid the pictures back and forth the effect was like that produced by an animator's flipbook.

This child is visually very perceptive! The difficulty seems to be in finding ways to express this perceptiveness. Drawing seems to be one avenue. Working with clay did not seem to enable him to be expressive; his figures (disc faces) were quite ordinary, and even the motor aspects of handwriting he does not perform fluently, or perhaps handwriting is just too tied up with linguistic production.

Cognitive style. Just as Aurelio was able to do Peck's long forced-choice instrument well, so he performed at a very high level on the Embedded Figures Test, indicating a high degree of field-independence, although behaviorally, he exhibits all the sensitivity to environmental stimuli characteristic of field-sensitive children. Once again, this was an instrument where he did not have to produce linguistic behavior, and in this case, although he was not choosing between two items, he was perceiving something that was already there, the embedded figure, and pointing to it. This instrument stressed his area of strength, his perceptual ability, and completely avoided his area of weakness, the production of language. Aurelio's score might have been even higher, maybe a near-perfect score. The test was administered on two days. When he did the first section of the test on day one he was very distracted because he wanted to go to the park to play, so we stopped after the first section. His performance was average. On day two he was fully attending to the task and made only three errors on section two. It was a more common pattern for the children to do better on part one than on part two. The figure to be found in part two is more complicated. So, one can only guess what Aurelio's score would have been on part one had he not been distracted.

BEHAVIORS:

Language. Aurelio denies that he knows Spanish. As mentioned above he did Peck's Long English Views of Life Instrument. He refused to do even the short form of Diaz-Guerrero's Filosofia de la Vida in Spanish. In his taped interview he said at various points, "I don't talk Spanish," that they speak English at home (Roger said Spanish was the language at home), that with his brother he speaks "Spanish, I mean English, English." He also said that the most difficult thing for him in school was "to learn the words and spelling." He also used contractions like "How long this?" when inquiring how much longer the interminable interview would go on. So, although he denies knowing Spanish, it is not necessarily because his English skills are dominant. In fact, his English pronunciation is accented while that of his brother is nearly completely standard. Is Aurelio possibly in the same linguistic space as Armando (No. 9), David (No. 10), Andrea (No. 11), Nicolas B. (No. 3), and Nicolas C. (No. 4), that is in their push to master the new or other language they have to concentrate only on it for the time being? And/or are sibling influences a factor as in the case between Rika and Kira and between David and Andrea?

Also, Aurelio could be an adept reader because once again the process is a perceptual process of decoding something that is already "out there," the printed word on the page, while expressive speech and writing (as opposed to coping) require the production of language.

The parochial school environment whose structure helps Roger be so organized and analytical, may mask Aurelio's apparent disability because of its usual emphasis on memory and filling in established patterns rather than on discovery and the creation of new patterns. Parochial schools are also historically notorious for over-looking learning disabilities.

Flexible interaction style. Two problems that Aurelio has with his ability to interact are 1) he is constantly distracted by extraneous stimuli and 2) he persists in behavior for which he gets negative feedback. It is almost as if in social situations, because he is so sensitive to external stimuli, he anesthetizes himself in order to perform at all, but in so doing he robs himself of the feedback necessary to the effective management of social interactions. So he appears to lack respect for others and to lack empathy, and thus manages social interactions badly.

Coping ability. Aurelio's present coping ability is low. Does he have a perceptual-motor-expressive difficulty, a learning disability that prevents his adequately articulating his perceptual acuteness? Is he presently under great psychological stress because of the arrival of his baby sister in which he is reliving his first displacement by his brother? It is just surprising that a child from one of the most stable homes in the research population, with two apparently warm, caring and rather skilled parents, a family in which there are warm, loving relationships, should have a child who is suffering such apparent stress. It is puzzling that a child from such a home, when asked to whom would he go for help, answered, "The police, myself. This is hard."

Coping style. At present Aurelio's major/only coping style is one of passive defense, a strategy of "I don't knows" and often doing nothing.

Epilogue. Aurelio's whole pattern reminds the researcher of a story told by one of her aunts, the third sister in a family of five. For years she went around feeling unloved, rejected, and hurt because her grandmother had given her older sisters each a china doll. The older sisters did not particularly like dolls, but the younger one loved them, and she could not understand why her grandmother had not given the dolls to her, or at least given her one of them. She was fifteen before she expressed all this resentment to her sisters (her grandmother was dead by then). In shock, they explained to her that the dolls had been given them before she was born, and if they had only known her feelings they would gladly have given the dolls to her. Somehow it seems that Aurelio is suffering from a profound misunderstanding of his environment and of the love and support it has to offer him. Somehow that caring is not getting through to him.

Aurelio's pattern affects Roger's as well by making him in some ways "keep the lid on" his own talents so a very delicate balance will not be upset. This is perhaps one reason why Roger's style in exhibiting his competence is so matter-of-fact and unobstrusive.

## CASE STUDY NO. 19: MANUEL

Manuel is an eleven year old fifth grader from El Salvador who is already a "terminal teenager." Vincent (Case No. 15) Teresa's brother (see Case No. 22), and he have not yet learned, and it is sometimes not clear, especially with the latter two, that they are in the process of learning, what are evidently two required cultural roles for boys in this particular neighborhood: 1) the tough street guy and 2) one's more complete self. In Manuel's case it seems as if there is no room for his complete self, even at home, but without parental information this is difficult to determine, and we have only Manuel's uncomplimentary view of his home life. It is also difficult in Manuel's case to determine how much of his negativity stems from his real feelings and how much stems from the fact that that is how he thinks his street personage should sound. Even when given the opportunity to be just himself in the After School Program, to perhaps develop aspects of himself that are left to wither in the street-tough role, he did not avail himself of that opportunity. The mere presence of the other boys in the class may have prevented this happening, or trying to impress the girls, or as seemed to be the case with Teresa's brother, the pressure of having to relate to the two young, attractive, enthusiastic, creative women simply as persons, not as "authorities" or as women in one of the traditional roles.

In addition to his negativity Manuel is a bright, very handsome, well-dressed young man. He and girls are mutually attracted to one another (at the time of the study, it was Pilar (Case No. 21). Not only is he bright, but he does well in school (straight A's), and not only is he good-looking, but he is fairly tall and well-built too (unlike Vincent and Teresa's brother).

However, it must be remembered that the portrait of "the real" Manuel which emerges in the following was beheld through a nearly impenetrable smokescreen of adolescent tumult.

SITUATIONS:

Home. We have no parental evaluation from Manuel's parents, and we must caution readers that in this neighborhood that does not necessarily mean, "Aha! uncaring parents." Most of the time it means the parents are working all the time. Manuel is the youngest of four children, two boys and two girls. All the children are here in the United States but from Manuel's comments only he and one sister seem still to be at home, at least he only speaks of one sister. The family came to the United States from El Salvador when Manuel was six. He has been back once, in 1977, and speaks very negatively of the experience. His grandmother comes to visit every two years, and in fact during the research period, one of his uncles had just taken her back from such a visit.

It would seem that the family is a rather structural one. The father takes the children out on Saturdays, and the teachers in the After School Program felt that:

> "Unlike many of the other children in the program, Manuel seems to have a lot of parental pressure to obey and do well in school."

A second result of this pressure was that "Manuel worries a lot."

Manuel's taped interview is in two parts. The parts are demarcated by the point at which Manuel asked the researcher if his parents were going to hear the tapes. Until that point Manuel answered the questions quite completely and was particularly detailed about when events occurred. In other words, there was precision and detail to his answers. When the researcher answered that no tapes were completely confidential, Manual-the-tough-kid manifested himself and remained in the informant's seat for the rest of the interview.

The point at which Manuel asked whether his parents were going to hear the tapes or not was when the researcher asked him if he felt El Salvadorean, American, both, or one more than the other. When the researcher responded in the negative, he smiled a smart-aleck smile and Manual-the-street-tough answered, "American." As one of the independent raters commented on her evaluation sheet, "He obviously does not want his parents to know he wants to be an American."

When asked what he thought it would be like to be his father, he replied:

> "Awful, I just don't like nothin' about him...his attitude...anything."

When asked what he did when he disagreed with his parents, Manuel described an incident in which he and his father went out to buy new tennis shoes for Manual. His father said to get blue ones, but Manuel wanted white, and a big argument ensued in which Manuel said he would buy the tennis shoes with his own money, and his father shouted that he would throw them away, and Manuel responded with an "I dare you!" When the researcher asked Manuel if he worked, he answered, "No."

> "Where will you get the money to buy your own tennis shoes?"
>
> "I take money..."

Much of this whole incident, that is the disrespectful talk, may be pure fabrication, i.e., that is what Manuel felt like saying, and all this expressed negativity vis a vis his father may be over not getting the pair of tennis shoes he wanted.

When asked how he was supposed to behave at home, this was Manuel's response:

> "Good...means awful...I just ignore them...I do anything I want...If they hit me, I'll sue them."

However, when responding to Ravenette's "The trouble with...." series he was able to grudingly state, though not admit, the validity of some parental objectives:

The trouble with parents is...

"They never agree with you."

They are like that because...

"They're trying to make you do the right thing."

Another reason they are like that is because...

(no response)

It would be better if...

"They would agree with you."

What difference would that make?

"A big difference...I don't know."

What difference would that make to you?

"A better life."

And when Manuel was asked whose opinion mattered to him the most, he replied, without hesitation, "My father's."

It is very difficult in Manuel's case to differentiate what is "normal" adolescent rebelliousness, what, perhaps, is the effects of trying to please a father who is setting too high a standard or perhaps a standard culturally inappropriate to the world in which his son is trying to live, and/or what was pure show, either because that is how "the street-tough" is supposed to behave and/or because Manuel was just trying to shock the researcher. To what extent did the confidentiality of the tapes allow Manual an opportunity to vent real repressed negative affect and to what extent did the confidentiality allow Manual to indulge himself in an uncensored performance of his "tough-guy" role?

Street. When asked what other activities he participates in besides family life and school, Manuel said he rode his bike and played with a neighborhood sports team, all the sports, soccer, basketball, football, and baseball.

Like most of the boys in the study Manuel is concerned with fighting. When asked how he behaved with his friends, this was Manuel's reply:

> "Oh, I act good with them...sometimes we get into fights...we don't talk to each other for a day or so."

In the After School Program he wrote the following essay on the subject of fighting:

> "Once upona time there was a boy named tom he was 10 years old he always like to fight one day he was fingting a boy and He hit tom in his arm. When he did that Tom hit the boy and broke his nose. After that fight he beat up a little boy in the 8 grade. Wild in science he started a fight with a boy in his class. The boy started cry and told the principal. The principal tell Tom if he fought again he was going to ge suspended. He stoped fighting for a month. The he started to fight again and he lost, and from that they on he never fought again."

(The erratic spelling and punctuation is fairly typical at the fifth grade level even among monolingual upper middle class students.)

Somehow Manuel does not have his "tough-guy" role quite altogether. When asked if he felt comfortable playing in his neighborhood, he responded affirmatively, but when he was asked if he could handle any trouble that might occur, his response was,

"I'd run away."

"From what kind of trouble?"

"I don't know. There's no trouble around there..."

In his Hopes and Fears essay, he, like the other boys in his group wrote of athletics, wealth, and death.

> "I want to be a football player when I grow up. And my greatest dream is to be a rich man. Another dream is not to die. Also, my greatest fears are to die, to get killed."

(See Case No. 21 for a description of how these essays came to be written.) Since the similarities in the boys' hopes and fears were so extensive, the researcher asked the After School teacher if she thought the hopes and fears mentioned in the essays were personal to each person or had they "copied" from one another. She said the essays were done after a group discussion on hopes and fears (she did a lot of work at trying to get the children in touch with their feelings), and that different children contributed different ideas to the discussion, but she felt that each in his or her essay had chosen those personal to themselves.

It is so difficult with Manuel to determine what is "real" and what is "show." Perhaps the chaotic image he chooses to project is just standard adolescent behavior. Manuel in his Clay Array made an adolescent's choice of people to include in his "array" of important people in his life: his mother, father, sister, girlfriend, himself, and two (boy) friends. The younger children in the study tended to include only family and extended family members. However, he did the Clay Array exercise in a group with Alonso (see Case No. 20), the leader of the older group of children in the After School Programan, an individual who is as "open" by nature as Manuel is "closed." Alonso had included his girlfriend in his array, and perhaps that is why Manuel included his girlfriend in his. During the taped interview when the researcher reminded Manuel whom he had included in his array, when she named his girlfriend, he said in mock surprise, "Pilar! How did she get there?...," and closed up like a clam.

School. Manuel, during the research period moved in three different school settings: 1) day school, 2) the After School Program, and 3) summer school. In day school and summer school, he performed well, but in the After School Program, he had difficulties.

He says he does not like school, yet in day school he gets straight A's and was elected to student council. When asked about the most difficult thing on his first day of school, he replied:

> "I did't want to go to school...just didn't like it..."(very resistant).
>
> "What was the nicest thing that happened?"
>
> "Nothing."
>
> "Anything scary?"
>
> "No...just scary movies..." (laugh, laugh).

When asked if he could describe his present teacher, he said, "Yeah, mean," then added, "Don't tell my father, I'm scared of him." This last, however, was said in sort of a fake-scary voice.

His day school teacher, his After School teachers, and the director of the After School Program were asked to evaluate Manuel on ineffective and effective school behaviors and on skills he needed to acquire or develop to be more effective in school, plus there was an opportunity for open comments.

It is also important to consider the differences in the individuals doing the evaluating. The day school teacher was a tall, thin, black man of rather elegant appearance and slightly effeminate mannerisms. As we were beginning Manuel's taped interview this teacher walked abruptly into the room in which the interview was being conducted, and Manuel, in what appeared to be genuine alarm, asked, "Do you have to ask me the questions in front of him?" The researcher stopped the interview immediately (she had been in the middle of asking the introductory demographic questions, name, age, grade, etc.). When this teacher left, the researcher waited a few minutes chatting with Manuel, and then continued. This was the same teacher that Manuel described as being mean above.

The After School teachers were the white, English-speaking actress/artists described earlier and in Case No. 22.

The director was a short, black man, originally from the Virgin Islands, a warm engaging man, well-liked by the children in the After School Program.

None of these individuals was Hispanic, and with the exception of the director who was functional in Spanish, none spoke Spanish.

The following is a consideration of their evaluation of Manuel's behavior. There are some striking contrasts and some possible similarities.

I. Ineffective behaviors

1. Day:

   Manuel has an inability to express himself well during class discussions.

2. After School:

   a. Manuel is fixated on two things-being cool and his girlfriend (sex). This makes him ineffective in most of his learning activities.

   b. He makes many disturbances when he is supposed to be working.

3. Director:

Manuel tends to be a follower. As a result, he gets into trouble...

II. Effective behaviors

1. Day:

Manuel does all given assignments.

2. After School:

a. He is charming and can be sweet. He has lots of energy and can be very creative.

b. He can concentrate on his work quite well. He is a good student and above grade level in math.

3. Director:

Manuel is very intellegent and when he takes time to do his work he does very well.

III. Skills needed

1. Day:

Manuel needs to stop being shy in class.

2. After School:

a. He needs to concentrate, work on his own ideas-he tends to take other people's opinions or worry about those opinions-it would be wonderful for him to develop his sensitivity and let go of some of his machoism-I don't know if that's possible.

b. He must become more independent and not worry so much about group approval.

3. Director:

He needs to develop his leadership qualities.

IV. Open comments

1. Day:

(None)

2. After School:

a. I think Manuel has a lot of empathy and sensitivity, but he rarely lets it show or uses it...it is not being developed or recognized though.

b. (The previously mentioned remark on parental pressure.)

3. Director:

(None)

In the After School Program the apparently constricted Manuel of the day school does not exist. In the After School Program, Manuel has a loose mouth from which comes very inappropriate remarks, mostly hositle, often sexual, even to the teachers and to the researcher. Where the other "macho" boys always swagger around each other and are occasionally rude to an adult, none are abusive, and around the younger children are gentle and playful and tend to set a good example. Manuel remains his cockey-tough-guy (perhaps he thinks, cool) self. These are, however, perhaps the inappropriate efforts of a fundamentally shy person trying to be heard.

However, perhaps what is called "shyness" in the day school environment is called "being a follower" in the After School environment, and that both behaviors or the single behavior by the two different names, is related to a fundamental sense of insecurity having to do with peer approval. When asked what he does if he disagrees with his friends, Manuel answered," I don't disagree with them." Yet, earlier he has said that sometimes he and his friends get into fights...

Manuel's summer school class was conducted by a young, black woman who was very religious and provided a true participatory democratic structure (complete with impeachment proceedings) for her class. Class officers were elected, procedures were established by democratic process, and the children were responsible for the daily management of the classroom. She accomplished in a six-week summer session what the After School Program had been unable to manage with its class of older children during an entire school year, and that was that they should take joint responsibility for the program, that is that they should truly be participants, not recipients of the program.

The researcher substituted for a day in Manuel's summer school classroom at a time when Manuel was class president. In the absence of their regular teacher, the class officers were in complete charge of managing the classroom.

When the researcher arrived, the director of the After School Program, who also administered the summer school, and Manuel were standing in front of the classroom, and Manuel was crying. It turned out that when he heard the researcher was going to be the teacher of the day he was worried that his day as chief leader of the classroom was going to be taken away from him. When the researcher assured him that such was not going to be the case, that she was depending on him to tell her what to do and when to do it, that she was completely dependent on him for the day's going well, he calmed down, walked back into the classroom and began to perform his duties. His official style was bossy and domineering, and he obviously enjoyed being in control, reading groups met with the researcher, math papers were given to her to correct, the sergeant-at-arms read out the new vocabulary words to the class, and all was well orchestrated by Manuel.

Before lunch it was customary to have a game period for fifteen minutes. Games were "nominated" and voted upon by the class. A game, similar to spin-the-bottle, was chosen. The game began, but it was soon apparent some of the girls of Hispanic background (in a mixed Black, Hispanic, etc. class) were being made uncomfortable by this game (which Manuel had lobbied for strongly). The researcher was uncertain whether the religiously-minded teacher would have allowed such a game in the first place (was Manuel putting one over?), so she intervened and made the observation that some of the girls seemed to be getting very uncomfortable about playing this game and perhaps if the game was not fun for everyone a new game should be chosen. There was a slight protest, but not even Manuel objected vociferously. The girls looked relieved. Just as a new game was being decided upon, the bell rang for lunch. The day continued without incident, and at the end of the day the researcher complimented the class, which included nearly the entire older class of the After School Program about how much they had learned about managing themselves since she has last met with them.

What enabled Manuel to function really comparatively well in that setting? The participatory but very structured structure that the teacher had nurtured into being? The fact that Manuel was boss that day? Yet even when the researcher intervened in his plan, there was none of his usual hostility. Or was it that the summer school had a more school-like format and perhaps more important a report went home to parents, while there had been no periodic evaluation of students in the After School Program? The teachers in the After School Program had learned early on that the best way to control Manuel was to threaten him with telling his father which they rarely did because from his negative comments about his father they were not certain but suspected that rather severe physical punishment was the consequence for less than excellent performance in school.

DISPOSITIONS:

Self-system. An example of the kind of smokescreen Manuel erects around himself is given by his "Who Am I."

> "I am a king a queen a football player a President a singer a dummy awful a ponk a boxer a Hocky player a baseball player a cowboy a superheroe a pretty boy a ugly boy a mule nut a crazy drunk a bum. I got a good grade in conduct."

In his Hopes and Fears essay quoted above he also wrote he wanted to be a football player. In his taped interview he said he wanted to be an architect. His teachers have noted that at one time or another he has expressed a desire to be a teacher. When asked to describe his future he gave a description of fantastic wealth (as in his Hopes and Fears essay), of "Thirty mansions and seven cadillacs." When asked if he thought that that really would happen, his reply was, "I don't know."

When asked to give a description of himself in his taped interview, he refused, because of unwillingness, not because of lack of ability.

To the question, "Who are your models, you heroes? Who would you like to be like when you grow up?" he answered, "George Washington." When asked why? "I just like him.' But later he commented that "it would be O.K. to be Elvis Presley or Erik Estrada!" (Manuel looks rather like the latter. And that was probably the most positive self-identification of his entire interview.)

As for national/linguistic identity, we have already discussed Manuel's considering himself to be an American. When asked if he spoke Spanish with any of his friends, he replied,

> "No."
>
> "What about with Teresa's brother? Don't you ever speak Spanish with him?"
>
> "No. If he speaks to me in Spanish, I don't answer him."

Manuel has a rather lot of contact with El Salvador. He lived there until he was six; he was back himself in 1977, and his grandmother visits every two years. Yet Caleb (Case No. 2), at the age of six, who left El Salvador when he was three after having been found an orphan on the street and being raised here by an Anglo mother, expressed more understanding of El Salvador's problems and more pride in his origins than Manuel with all his contact...Manuel's only comment on his 1977 trip was that he did not want to be there because he did not want to be dead. When asked if he knew anything of his family's history, he said,

> "No, it's too boring. I'd rather hear American stories...They're more exciting."

Once Manuel-the-tough took over the taped interview the most enthusiastic statement that Manuel made was in response to the question of how far he wanted to go in school:

> "All the Way! Four years of college, play football and maybe get paid."

Empathic ability. In his taped interview there were only two faint glimmers of empathy or the ability to take another perspective: 1) when he admitted that parents did not agree with you because they were trying to make you do the right thing, and 2) when asked if he could imagine what it would be like to be his best friend, and he gave the following response about Giacomo, a boy he had known since he was six or seven:

> "He lives on 16th Street and goes to Bancroft. He has to but doesn't want to go to summer school. It would be about like being me."

At least it is a neutral description. The only other examples of empathic behavior are perhaps examples of "negative empathy" similar to that found in girls' "catiness," i.e, when Manuel describes his father's "bad attitude" or when Manuel shows himself as being extremely affected by the opinions of others.

However, in large part, to again quote one of his After School teachers,

> "Manuel....rarely lets (his empathy) show or uses it."

He is, however, very aware of his own feelings. Sometimes he nearly drowns in them, as when asked what advice he would have for a new student in his class just learning to speak English and just learning to go to an American school:

> "No advice...don't want to help them. If I had to suffer, they have to suffer. I didn't know anybody..."

Cognitive complexity and flexibility. Before Manuel ascertained that his parents would not hear the tapes he demonstrated a good time sense, a good sense of past, present, future and of what he was doing where, when (i.e. he came to the U.S. when he was six, he was back in El Salvadore in 1977, etc.). He had the ability to go through any of the logical progressions (e.g., Ravenette's "The trouble with..." sequence), provided he was willing to do so.

However, most of his rich production was negatively complex and even his first memory was a negative one:

> "When I was four, I took a bath, then slid down the sidewalk, and my mother hit me."

Cognitive style. Manuel did a relatively high Embedded Figures Test and demonstrated that he knows how to take standard tests.

BEHAVIORS:

Language. Manuel's language on his tape was heavily accented Hispanic/Black. The independent-raters both mentioned his inadequate command of English to the extent that the rater who is an experienced elementary school teacher (who in fact is teaching fifth grade this year) specifically noted that Manuel's language would be a problem for him in the classroom and she guessed he did not write. (The errors he actually does make in his writing, as mentioned earlier, are typical for the fifth grade.)

In everyday interaction Manuel's language does not sound so accented. Is Manuel like Vincent (No. 15) in that he uses different language in his different roles? Does something happen to Manuel's English fluency when he must speak "publically" (see his day school teacher's remarks about his difficulty in expressing himself in class)? Was the tape too "public" for him to be comfortable? Yet Manuel, along with Alonso (No. 20), was chosen to do a PBS-TV program on teenage sexuality.

Also, some of the other children (other than the new immigrants) spoke accented English, but they were speaking in a bright, enthusiastic mode, and neither of the independent raters commented on their accents. So what does the emotional content of an utterance have to do with what is heard?

Although Manuel was able to take both Spanish and English forms of the research instruments with no trouble at all, and although he speaks Spanish at home, his unwillingness to respond in Spanish when his friends speak to him in Spanish has already been mentioned.

So, where some of the other children use their multiple linguistic forms as a resource for more effective interaction, Manuel seems to keep tripping over his.

Flexible interaction style. With adults, unless they are in a position of authority over him and/or he is scared of them, in which case he acts *obediently*, *passively*, his interaction mode is generally hostile/negative/uncooperative, classic "chip-on-the-shoulder." With peers he appears to be a follower/imitator, although he can somewhat fulfill a leadership role when it is "official" and well-structured, as when he was in charge of the class in summer school.

Coping ability. His "reactive coping," i.e., pleasing authorities (father, teacher), trying to impress peers, leaves him little time to resolve his still undefined crisis or to develop his own uniqueness, which may in fact be one and the same.

Coping style. Manuel's "smokescreen technique" is largely defensive.

## CASE STUDY NO. 20: ALONSO

Alonso is a thirteen-year-old, black, Santo Domingan in sixth grade who arrived in the United States on June 3, 1977, when he was eleven years old. He is small and wiry. He was evidently held back in school when he first arrived, probably because of language (this seems to be the common practice with immigrant children), so he is a teenager in elementary school and small on the street, but these anomalous details do not seem to concern him. Alonso is an ususual adolescent, he flows. Talking with Alonso is like talking with a mature adult. His interview was a two-way discussion, not a stilted question-answer period, and his sense of being at ease with himself and his feelings, and all of this with a relatively strange adult, and a woman at that, was astounding. No chip-on-the-shoulder here, just a profound sense of identity. From what has been said above, one can imagine that Alonso, as well as being the oldest child in the program, was also the most charismatic and the leader of young and old. This does not mean that he was perfectly behaved. He had a terrifically high energy level which made it very difficult for him to sit still for more than two minutes straight and a boundless exuberance which often got him in trouble, as for instance during a hike with some Sierra Club members when he had the bad idea of throwing stones at cars passing by on the road below the hiking trail. He was even impeached as a class officer during summer school, and he is regularly too loud and too physical, but somehow he is not nasty or mean-spirited; he does not have space in his self for such negativity. On Peck's Long Views of Life Instrument there is the following forced-choice pair:

a. Life takes a lot of figuring out.

b. Life can't be figured out. Enjoy it.

Alonso responded with delight, "Enjoy it!"

SITUATIONS:

Home. We have not parental assessment for Alonso but from his own comments one gets the impression of a well-integrated, caring family even though everyone is working and some family members are still in the Dominican Republic as well as in the United States, and it is a family that fosters independence, as well as family ties. The first activity that the researcher did with the children was take Polaroid pictures of each individual, one for the project and one for the child, with the child choosing which one he would take home. When Alonso choose the one he wanted for himself, the softest look came over his face and he said, "I'll take this home to my mother for the album." In that one interaction he conveyed his great warmth and affection for his family and the fact that they felt the same way about him.

Alonso is the youngest of the six children who are here. His father works at the Chrysler plant in Alexandria. His mother appears to be hard-working and gentle (and she is an excellent cook judging by the dishes she brought to the summer school family night). His father plays the base as an avocation, and the family is very active in Catholic Church actitities with Alonso having a big part in First Communion activities during the research period. He also has a brother, still in the Dominican Republic of whom he is immensely proud who is studying to be a doctor.

The basically positive and balanced feelings Alonso has for his family come through in all his responses.

> "How are you supposed to behave at home?"
>
> "I can behave any way I want. I can be happy, sad, in between, mess around."

What if Alonso had ended his response after the first sentence? What if he had interpreted the question as the researcher originally intended, as in rules of behavior? Instead, through misinterpretation and because of his easy association with his feelings we have a profounder insight and perhaps the key insight into one of the necessities for an effective "self-system," an overwhelming sense of acceptance, a place where one can be oneself, whoever one is, however one feels. He was also able to go on and state "the rules" of behavior, and it sounds like a pretty ordinary household:

Bad behavior is

"fighting with brothers and sisters and not obeying"

Good behavior is

"not fighting, being quiety, watching T.V."

If he disagrees with his parents:

"I get punished...don't watch T.V."

And:

The trouble with parents is...

"They always be punishing."

They are like that because...

"They're trying to get me to get something together."

Another reason they are like that is...

"They are tryhing to help me not to do bad things."

It would be better if they stopped punishing me so much."

What difference would that make?

"Wouldn't feel so bad so much."

What difference would that make to you?

"But I wouldn't get myself together if they didn't."

In everything Alonso seems to have the whole picture. When asked whose opinion mattered to him the most, he answered, "My family's."

When asked to draw his situational drawings, Alonso, who considers himself to be an artist (and is a good one), did the following "sad" and "happy" drawings for his home situation. In the sad drawing there was Alonso himself (black features, hair, and brown skin tones) sitting sprawled on a porch swing looking downtrodden because "he doesn't have anything to do and it's boring." His happy picture showed his mother in the foreground, Alonso and his girlfriend standing on the top of some stairs in the background, and everyone is smiling. When Alonso handed the researcher the drawing he said that it took place "in the future when all turns out right." On his taped interview he said that it was "in my imagination when I'm grown up and getting together..."

Street. Alonso is small but he does not seem to have any of the "small boy" concerns that some of the other boys in the program exhibit, or maybe he has simply resolved them all because he is older, or maybe he has so much energy he does not know he is small, and he certainly is tough, in the sense that he is extremely durable, he bounces instead of breaks, and maybe it is easier being a small black boy in a predominantly black neighborhood than a small white or brown boy.

He says he goes out to play a lot with his friends, and he likes to learn to do jokes and tricks. He was in the D.C. Youth Orchestra (he played the trombone) but he quit because, as he put it, "I'm an artist!" He was also chosen to be interviewed on a PBS-TV show about teenage sexuality, "you know, about sex, girls, how babies come...on Channel 26." He even said this without snickers or other obvious embarrassment. He also plays all the sports in season on the various neighborhood teams.

When asked if he felt comfortable in his neighborhood he answered affirmatively. When asked if he felt he could handle any trouble that might occur, he also said yes, and if there was a fight?

"I stay there and fight my way out."

Calm, Confident. No big deal. When asked how he was supposed to behave with his friends, his reply was

"I'm always there when they need me."

When asked what happened when he disagreed with his friends, he answered:

> "They're my enemy for a while. Then I say, 'I'm sorry!' I apologize...they apologize to me...half and half."

(See Carlos, Case No. 14, re apologizing.)

Alonso also drew situational pictures of the neighborhood. The bad picture was of a police cruiser with its light flashing and he said he did not like the police cruising around picking people up. He was not in the mood to draw a happy picture so he drew a picture of a crazy robot of Batman instead. The reason he likes Batman is interesting. Even though he is a superhero, "he has no special powers, just special shoes and machines." How's that for insight from a small kid in a big world?

School. We have no teacher assessments from the school where Alonso attends, but the director of the After School Program has known him and his siblings for years and says he gets just average grades; he is not a scholar, and his energy causes him trouble in school. However, his other talents are rewarded. He was in the school's gymnastics show. His artwork was chosen to be hung in the mayor's office, so his self-identity as both an athlete and an artist receive support (he has another brother who draws too).

When asked how he should behave at school, he said,

"Do my work...sometimes I fight."

"What happens if you disagree with your teachers?"

"They'll get mad at me and punish me. They'll hit me on my butt...it doesn't hurt (it embarrasses him).

And he felt that

The trouble with teachers is...

"punishing and yelling. I don't get punished; I get yelled at."

They are like that because...

"They want you to know what the assignment is; they want you to learn."

Another reason they are like that is...

"they are trying to get you together."

It would be better if...

> "They stopped yelling and punishing...but kids wouldn't learn nothing."

The researcher then asked, "What if teachers didn't have to yell...if the kids were quiet and well-behaved."

> "No, no, they have to yell and have to teach it over and over. No, kids wouldn't pay attention...wouldn't learn."

In the following comments of his After School teachers and the director of the Program, the positive and negative aspects of his tremendous energy can be seen. His teachers were the same actress/artists described in Cases No. 19 and No. 22, and the director was the same as the one described in Case No. 19. The atmosphere these creative, emotionally based teachers provided for Alonso fit him like a glove, and he flourished. He was introduced to yoga, mime, and various extemponaneous dramatic forms. He excelled at them all.

I. Ineffective behaviors

1. He has so much energy, that he gets carried away and can't concentrate or focus or give room for students and teachers to take the floor.
2. Alonso is constantly seeking attention and is almost constantly working for it. He's so hyper he gets the other children worked up. He is a bully. (The researcher only saw him being too rough. The kids come running up to play with him; they don't run away when Alonso comes

around.)

3. His energy makes it difficult for him to sit still for any length of time.

II. Effective behaviors

1. He is a natural. He is overflowing with wonderful, creative energy, physically and mentally. He is very bright and very open minded about changing ideas.
2. He contributed a lot of interesting ideas to group talks. He's very creative.
3. He is creative and quite artistic.

III. Skills needed

1. He needs to work on concentration and sensitivity to the needs of others.
2. He needs to learn how to work for himself and not to get attention. He needs to be more sensitive to the people around him.
3. He needs to develop his serious side, his ability to sit and concentrate.

IV. Open comments

1. He is wonderful!
2. He is bright, creative, charming, a leader, and he needs to be challenged with interesting school work. He is not self-conscious and can really let himself go in creative dramatics.
3. Alonso is a very unusual boy. He is extremely

> talented and creative, but at times he puts on a show for the other kids to attract attention. If he is shown the right path, one day he may become a great artist of some kind.

Or as the director said, "Every staff member I get says they're in love with Alonso!...."

DISPOSITIONS:

Self-system. We'll let Alonso speak.

Who Am I

- careful
- black
- Spanish
- thin
- nice
- cozy
- Heroes
- artist
- musician
- actor
- helpful
- cool
- teacher

"Describe yourself."

"I'm O.K. I'm always with my friends when they need me...I'm helpful....Yeah, I have bad qualities. I fight too much."

He has a deep sense of personal/family/cultural history. When asked about his first memory, he talked about a picture of himself taken when he was a baby with his toy telephone. "I was fat." He knows stories about his mother's mother's mother (he did not know the word for great-grandmother). She "was an Indian...they were brave." His father's family is black ("They O.K.") but he knows mostly about his mother's family. He has good memories of Santo Domingo: "It's very hot...they wear short pants there...it's good...we swim in rivers. He also knows something about recent political events in the Dominican Republic, including the names of the past and present president and that the cause of the change in governments in 1978 was price increases, inflation. He speaks Spanish at home, English at school, and both languages with his friends, but he feels "more Spanish than English."

O. J. Simpson is one of his heroes, "because he is a famous football player," and Alonso was one of the few students to name a model or hero. He also has some models close at hand, his father whom he thinks is "cool," and his brother, the doctor-to-be.

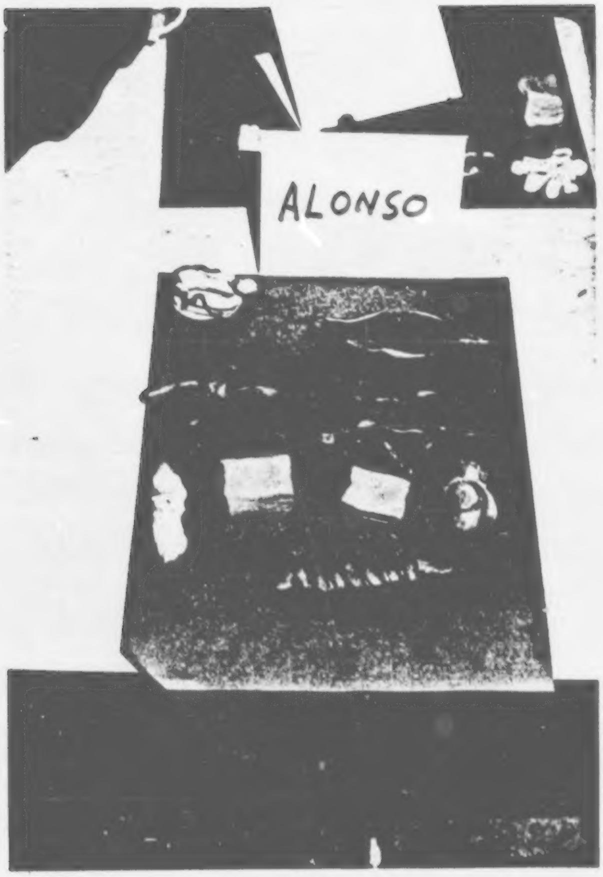
Alonso also thinks his future will be good and although he thinks of himself as an artist now, he thinks that when he grows up he will be a doctor ("just like my brother"), maybe a football player, and as for education, he wants to go "all the way to the top."

In short, as Alonso said in an aside during the taped interview, "I am happy with who I am."

Empathic ability. Even though, as his After School teachers' comments make clear (see School above), Alonso does not always utilize his emphatic ability, it does exist. He is able to take another perspective (see "The trouble with parents" and "The trouble with teachers" in Home and School above), and he always knows where he is with another person:

> "Can you decribe your teacher?"
>
> "Mrs. _________ is our regular teacher. She teaches everything in an easy way. She yells at us, but she yells at us because she wants us to learn. It's easy. She repeats a lot of times until we get it. We always play games. We paint......"
>
> "Can you describe an enemy?"
>
> "Mrs. __________, the language teacher. Nobody can laugh in her class. She say, 'Stop gigglin' boy!'" (The last, an imitation of the teacher.)

His Clay Array, because the activity interacted well with his artistic ability, was one of the most complex produced:



The assignment was to make a symbol for each of the important people in your life. The snake with the green stripe in the upper left hand corner is Alonso's father because "he's cool," meaning he does not get upset. The brown flower shape is his mother because "she's very nice and I love her," (said in a warm soft voice without embarrasment). The lips in the upper right are for Alonso, himself. "Those are my hot lips, because I talk too much much." The heart, needless to say, is his girlfriend. The two blocks of clay are his two sisters because "They're

O.K." The two shapes on either side of his sisters are two of his friends (Manuel, No. 19, and Teresa's brother, see No. 22), and like his brother, the long, twisty yellow shape at the bottom, they are twisty because they're "crazy."

Previously Alonso has mentioned that he was helpful, and he is. Once when a friend was being punished, he even helped him clean his house so the punishment would be over faster, and at the time of the taped interview he was helping a girl at school who had had her money and her watch taken from her by a junior high school boy (she ran after handing over her things), and now Alonso takes her to and from school "so that nothing will happen to her."

Alonso's first day of school was "an O.K. day." The most difficult thing was not being able to speak English. The nicest thing was that the first day he "made some friends" even though he did not know what they were talking about. He still has friends from that first day. The scariest thing was, "I thought they would do something...I couldn't understand them" It always seems the crucial event is the first friend.

A lot of Alonso's ability to get to know people, to communicate, stems from the fact that he communicates with his whole body; he's a natural mime. He also has his art. He maybe is a bit less linguistically dependent for contact than some other child. He was also, as mentioned earlier, a black boy moving into a largely black neighborhood.

Compare the above with his adivce for a new non-English-speaking child just coming into his school.

> "How would you help him?"
>
> "I don't know...I'll have to try that...I'll just say, 'Try some things. I'll help you. You'll have a hard time learning the new language, the new classes, the new friends...'"
>
> "What could you tell him about making friends?"
>
> "Treat people like you like to be treated. Treat all equal..."

As Alonso said, when asked who were the most important people in the world to him,

> "All my family and all my friends."

Cognitive flexibility and complexity. Alonso's was "the best" taped interview. None of the answers had to be prompted; all responses were appropriate, and each had a rich continuity. He could be precise about details (the date of his arrival in the U.S.), inventive in order to express terms outside his vocabulary (my mother's mother's mother); he was able to stay within the framework of all progressions (Ravenette's "The trouble with..." series); and he was the only child in the study to spontaneously understand the concept of history, but the most striking aspect of his verbal production is its flow and fluency and his willingness to express his feelings, positive, as well as negative.

His art production is as full and rich as his verbalization (see the discussion of his Clay Array and of his situational drawings above). He is a musician and talented mime as well.

The core characteristic of Alonso's cognition, however, is his imagination. He has an ability to put himself into imaginary spaces, whether in the fable he wrote of the skunk, the deer and the owl and how they all fell in love (complete with a lover's minuet by the deer) or in his prisoner-in-jail mime act. He draws color-by-number clowns on the blackboard for the little kids and helped them turn their Whole-Body-Drawings into space monsters and superheroes. He is a boy when asked on the Peck Views of Life Instrument to choose between

a. I usually daydream about things I am capable of doing.

b. I usually daydream about doing impossible things.

He, of course, chose the latter and added, "...like I can fly!"

Cognitive style. Scoring imaginative cognition is extremely difficult. He is behaviorially field-sensitive because he is always attending, but sometimes he does not act on his sensitivity. He achieved a medium score on his Embedded Figures Test, but what was interesting was the extent that Alonso-the-artist was distracted by color.

BEHAVIORS:

Language. Alonso's English is accented, and he uses a great many Black English constructions, but he is so fluent, that if he ever spent three months at Oxford, he would at the end of that time be speaking like a don. He blends. The level of fluency he has achieved in three years is remarkable, and it is even, in that he is able to write a story in English as well as talk one. There are errors, but again the style is fluid, and there is only polishing to be done. He is sensitive to nuance, and usually tempered statements in the instruments that contained an "always" or a "never" with a "sometimes."

Alonso's language pattern is interesting because he was one of a small number of children who said they used both their languages in the street. He was able to do both Spanish and English language instruments with no difficulty.

Flexible interaction style. Alonso is flexible. The day he did his taped interview he had wanted to be doing something else, and the director talked him into doing it. He could have given a perfunctory performance, but instead he participated thoughtfully and fully, although he occassionally asked how many more questions there were to go. One of the independent raters noted how he had both verbal and physical ways of interacting, and his After School teacher commented on his open mindedness about changing his ideas. The researcher noted that at many junctions in his interview he approached a question in an experimental fashion as in his "I'll have to try that..." in his response about advice for a new non-English-speaking child (see Empathic ability). He articulated flexibility of behavior in handling disagreements with his friends (see Street), and in every case he was able to articulate appropriate behavior for various situations (see Home, Street, School, etc.). In addition, he can be a leader as well as a follower. He refused to respond to this item from Coopersmith's Self-Esteem Inventory:

Item: Kids usually follow my ideas.

Alonso: "No, sometimes I follow theirs. Sometimes they follow mine."

Coping ability. Outstanding. He is not only adaptive, that is he engages in appropriate behavior (except when he is a creator of behavior color-by-number clowns, he and a Somalian boy inventing a new variation on Korean music from a film we had seen. As mentioned in the last section by the independent rater he commands both physical and verbal behaviors. He fights if he has to (see Street above). He is independent.

"To whom would you go for help?"

"Nowhere...I'd fight my way out."

But he knows when to seek help.

"What if you had an important decision to make?"

"I'd talk it over with my parents...but not for physical help."

And in the contrary way of all creative people when faced with the following choice on Peck's Views of Life instrument.

a. I usually act the way I think is right.

b. I usually act the way that's expected of me.

he insisted on the alternative:

"I act the way I want to!"

Coping style. Again, the word is flexible. One of the independent raters put it thusly:

> "Attacks problems head on. Introspective. Good humor. Responsible...Very realistic...has few delusions about what life is like. Compassionate. Protective...very loyal and helpful to friends."

The same rater continued:

> "The most striking aspect of this child is his supreme confidence in what he is doing and who he is. This is exhibited by 1) no hesitancy to express his feelings for his mother, friends, father; 2) his confidence in handling problems and defending others. He is so strong in his convictions that things that could normally intimidate his peers (i.e., expressing love and admiration) don't phase him. He has strong family ties and high occupational aspirations. He knows how to respond to varying social levels, e.g., he was polite and responsive to the researcher, and a strong leader/protector/fighter on the streets. An amazing child!"

## CASE STUDY NO. 21: PILAR

Pilar is delightful and charming, pretty and perky, with a light, butterfly voice that gives her a slightly flakey quality. Born in the United States, her mother is from El Salvador and her father from Santo Domingo. She is a ten-year-old third grader who hates math and loves boys, although she might deny the latter. Always well dressed, her hair often in two fluffy pony tails, one above each ear, flirting away, the only thing that saves her from being "The Perfect Girl," is, as her After School teacher expressed it, "a wonderful crazy energy" often expressed in kind of a zany sense of humor.

### SITUATIONS:

Home. We have no parental assessment from Pilar's parents, but Pilar's mother works in a laundromat and according to Pilar "looks like a teenager and wears beautiful makeup." In fact, she sometimes sells Avon cosmetics in El Salvador in the summertime, taking Pilar with her. Although Pilar has been to El Salvador (she cannot remember quite how many times or when, the quantitative aspect of life being definitely not her area of expertise), she had "never seen Santo Domingo." She did not say what her father did, but he definitely seems to be the head of the household and her protector. It is to him she would go for help and "I always listen to my father."

There are four children in the family, a sister twenty-one to whom she goes for advice, a brother, sixteen, with whom she fights a lot, and a little brother nine. The nine year old has had several brain operations although no one knows exactly why, and although he can read, his handwriting is illegible. Also, his large motor movements are a bit clumsy and uncoordinated, and he is easily distracted, although he is capable of learning quite a bit in a strict one-on-one teacher-student situation. He is in second grade at Adams school. He is good looking and friendly and is always included in the children's activities. Pilar looks out for him in a sort of bemused manner, as there are moments when his lack of coordination and high activity level get him into difficulty. He was not included in the research population because of his special difficulties.

The family is also active in a church group of some kind, although Pilar was a little vague on the details. "It's like singing and practicing a play about Jesus. It's in Cherry Chase."

Street.

"Do you feel comfortable playing in your neighborhood?"

"Kinda, no, not that much."

"Do you feel you could handle any trouble that might occur?"

"No, couldn't handle trouble. I'd go to my father."

"When?"

"Oh, when kids are messin' with me, teasin' me."

Pilar successfully communicates the role of the naive, protected, innocent girl, a respected role in her community. If she is on the street at all, for example, when she is waiting for the city bus to take her to or from school, she is always in the company of her little brother or with Teresa (see Case No. 22), her classmate. Teresa gives the impression of being more earthy and wise. Pilar is her first lieutenant, and they are inseparable, and moving about in the background there is always Teresa's older brother who is not terribly responsible, but it seems effective on the street to be able to say, "I'll tell my brother..."

School. Pilar is doing well enough in her grades in school, but she is possibly not doing as well as she could (she is also a year older than most of the other third graders, but why she is a year behind is unknown). She hates math and according to her After School teachers "has a difficult time concentrating on it."

> "Pilar spends a lot of time socializing and fooling around..."
>
> "She really likes attention from boys and it really distracts her...Pilar is rather spoiled. She's really adorable and gets a lot of attention for that so she really doesn't care about her schoolwork."

If her teachers think that being good academically is not within her frame of reference, they are right.

"How far do you want to go in school?"

> "Sixth grade...the last grade we have in this school...to the tenth grade...finish high school...no college."

She wants to work in a laundry like her mother.

Her two After School teachers were both creative, one highly affective, the other analytical, both aspiring actresses, one active in running a women's repertory company. Both were deeply into women's liberation. They tried raising Pilar's consciousness, but she succeeded in making them fall in love with her like everyone else.

These two teachers, however, had their group of older children do some really interesting exercises, like the Hopes and Fears mini-essay mentioned in Vincent's section. These activities allowed Pilar to display her zany humor. Her Hopes and Fears exercise consisted of a small colorful drawing of a tombstone on a burial plot, complete with flowers. The inscription on the tombstone said, "She died when she was about 100." She also likes to write funny short stories, for example, there was one about a fat elephant who shock the world when he ran and another called, "A Boy Who Had A Secret." Pilar writes and spells exactly as she talks:

> "...and he met three big mans. And one of them tuck the littleboy and put him in his pocket and he went back home and he told the nother big men's that he

had a boy in his pocket..."

And at the end of the story...

> "...and.the next next morning he said its not a secret no more the secret was I was going to have checkenpop (otherwise known as chicken pox)."

She may have a future as an El Salvadorean/Santo Domingan Ntozake Shange. By the way, she gets A's in spelling in day school, but then most elementary school students have difficulties spelling in context.

DISPOSITIONS:

Self-system. Pilar has a very firm sense of her own identity.

"Who am I?
 I'm nice.
 I have brown hair.
 I'm a girl.
 I'm light brown.
 I'm super.
 I'm clean.
 I can do work.
 I had a good report card."

"What people are most important to you?"

"My family. Fatima, Yvette, Lorena, Stephanie, Mitchie, Pug...(friends). My father, mother, sister, little brother, dog, cat, fishes...Myself!"

"Who do you want to be like when you grow up?"

"My mother, my father, my sister...no, I want to be like me!"

(She's very good at detailed lists, and quite a few of the girls included animals, real and imagined in their list of important others.)

She also self-identifies herself three ways, as Santo Domigan, El Salvadorian, and as American.

This firm sense of self-identity manifests itself in a light, airy playfulness which is part sense of humor and part the breathless quality of her voice.

Empathic ability. Pilar and Teresa are the official greeters in the After School program. They are usaully the first to notice that someone new is around, the first to initiate contact. Funny, warm, and affectionate, they are the first to make you feel welcome.

She definitely knows how she feels about things and knows how she can "get at" others emotionally, both other girls and the boys who are interested in her.

Her descriptions of others are still mostly physical and behavioral. The world still tends to circle around herself. What is interesting about her descriptions, however, is that people are not just one thing. They are happy and sad, worried and playful, etc.

She definitely knows how to behave as expected in all situations, and her response to how she would help a new non-English-speaking child was very matter-of-fact and unelaborated. "I would speak Spanish to him and help him learn English." She looks after her brother in the same straight forward way.

One of the independent raters upon hearing her tape said that is is true she knows what to do about other people's feelings, but "she exhibits compassion rather then empathy."

Cognitive flexibility and complexity. It is as if Pilar has a rather conventional mind spotted with a zany sense of humor. It is the same effect that one would get if suddenly she, "The Perfect Girl," smiled and she had blackened out her teeth for a toothless grin. In one response she was talking about how people are different:

> "They are not alike. They have different faces, eyes, sometimes voices, bodies, hair...the way they walk, look, feel, and how their toes look, smell..."

Once Pilar determines the structure of a response that is required she can manufacture endless variations on a theme. That is why many of her responses take on the aspect of lists. In the same modality she was able to produce her good/bad-happy/sad situations for home, street, and school very rapidly.

We have already discussed her humorous creative writing (see School above).

Cognitive style. Pilar's personal style is certainly field-sensitive. Her manner of taking the Embedded Figures

Test was field-sensitive, in that she often looked for approval of her choices by the researcher or reached for the cardboard shape instead of risking a guess. Left to work alone she gives up very easily. She hates math. Logical progressions (as contrasted with variations on a theme) are not her strong point, and she is also convinced she remembers falling out of bed when she was one month old (she landed on the bed).

Language. She is, however, very precise about how much of which language she uses where: Spanish and English at home, but more Spanish; English and Spanish at school, but more English; both equally with her friends. And the people that come to visit her speak Spanish and English.

She is bilingual. She was able to do both Peck's Long Views of Life Instrument in English and Diaz-Guerrero's long Filosofia de la Vida in Spanish. She is able to pun in English:

"This is a stick-up!"
"Help!"
"What did he say?"
"Who 'nose'...,

but she says she does not know how to write in Spanish.

Flexible interaction style. Pilar is very flexible within the confines of her role, and she definitely knows where everyone else is in an interaction and behaves accordingly. She is seldom a leader, however, since that is out of the bounds of her role.

Coping ability. Pilar will be able to handle anything as long as people acknowledge and respect her "Perfect-Girl-role," and she does have the skills to effectively communicate that role to (with) her environment. If and when the day comes that all her protectors (female as well as male) disappear, a different Pilar will have to emerge.

Coping style. It is hard to catagorize her style. It is not passive because she activates others to act for her. She can manipulate people by being charming, and in her environment that she does it and playfully is admired. She confronts problems directly, and in the interim until she is "rescued" she can very effectively use her mouth to protect herself; she knows all the right things to say in a confrontation with peers, she just more often gets someone to do that for her. Is there such a thing as active passive coping? Or passive active coping?

## CASE STUDY NO. 22: TERESA

Teresa, along with Pilar her "first lieutenant", is very attentive to adults, especially new ones in the After School Program setting. They were the researchers first helpers. Like Clara (No. 13), Rosalie (No. 12), and Jacqueline (No. 16), they seem to exhibit an Hispanic female trait of charmingly flattering adults. However, when all the charm does not work, they can be a little "catty," but they usually regain their good sense of humor, or maybe it should be described as a humorous sense of the dramatic. Anyway, she is a fine comedienne. She is mature and realistic but (as one of our independent raters phrased it) "she slips easily into elaborate fantasies," such as imagining the day she was born:

> "It was fun...people kissing me, hugging me, changing me, feeding me."

She is attractive, loves to banter, and for a nine-year-old, El Salvadorean-born, third grader is very, very opinionated.

SITUATIONS:

Home. Teresa's family came to the U.S. when she was three. Her mother is a housekeeper, and her father is the manager of a small hotel, plus a night cleaner, who also wants to go to school to earn his GED. Teresa has one brother, a year older. It is expected that the children "be nice," help at home (if their parents are tired "go to the store for them"), and obey their parents orders. From her mother's comments it sounds as if the two children have already entered adolescence, i.e., that Teresa should be more talkative at home (while she is often a motor-mouth at school), that the brother should be more open and easier to speak to openly. His mother hopes that he "comes in on time and doesn't go too far away" (he's 10).

Both Teresa and her brother are in the After School Program, but her brother was not included in the final research sample because of his general hositlity towards the researcher and towards doing the instruments. His general peevishness was, however, directed toward most of the adults connected with the After School Program during the research period. As one of his teachers said on her evaluation, he

> "is really confusing to me because he can be such a delightful child and then turn around and be totally obnoxious."

When the director contacted his mother (his father seems always to be working and besides, he always acts well around his father), she said "not to make him angry." In her parental interview she said that with adults he reacts according to the way they treat him.

He is a handsome boy, bright and capable, and a good athlete as well. He even likes to read ("The Bible and the encyclopedia...on science") and writes extremely well. Again, as in Vincent's case (No. 15) it seems to be a case where a person is playing two non-integrated roles, the required "tough-guy" and another more complete person. When he is around age-mates and older boys he is a bully. Around younger children he is patient and compassionate and in fact got beat up defending one of the After School staff's little girls in the park when she was being hassled by a young black boy.

In the relationship between Teresa and her brother, he is supposed to be her protector also, but very often he shirks this responsibility. Teresa is not supposed to be on the street without her brother, but sometimes he disappears and leaves her stranded, or he decides he is mad at everyone at the After School Program and decides he is leaving, which means Teresa has to leave too.

So, this leaves Teresa dependent on her brother in a position where she can be manipulated by him. As one of her After School teachers said,

> "A good deal of Teresa's problem in school work and social interaction is related to her relationship to her brother. He will often set the tone for how hard she will work on a project or for how much she will like and accept school mates."

The After School Staff decided to provide Teresa with an option so she would not have to depend completely on her brother to see her safely through the streets. Henceforward, when her brother got mad and decided to leave, he could leave without her, and one of the After School staff would see her home after the program.

Apparently, according to his mother, Teresa's brother only had trouble with the After School teachers, not his day school teachers, and at home, except for his moodiness, which his mother deals with passively by "not making him angry," he is known to be a very responsible boy who does well in school, and who

> "does not want to go directly on to the university because he wants to go to work soon to help the family and to help pay for his own education."

(The After School teachers were also impressed that when Teresa's brother evaluated her on Peck's Behavior Rating Scale, he was very positive despite his, to them often thoughtless behavior towards her.)

So, why the brother's often nasty behavior? Much of his difficulty seemed to center around women who behaved neither passively nor in an authoritarian fashion but rather in an egalitarian manner. Both his teachers in the After School Program were women, the young, creative actresses mentioned earlier who related with their students as friends and comrades and who were deep into women's liberation, thus, their concern for Teresa's dependence on and control by her older brother. Neither of these teachers was Hispanic or bilingual and the researcher, being an Anglo also, was lumped into the same category. Her interaction style is an egalitarian one also. It is interesting to note that the El Salvadorean teacher in the young children's class never had Teresa's brother treat her in a disrespectful fashion the entire year he was having such difficulties with the other teachers.

In addition, all this trouble occurred in a year when his supposedly little sister had grown a head taller than himself, probably outweighted him, and that year made better grades than he did (almost straight A's to his B's). Perhaps it was the crowning blow to his sense of emerging manhood that his protector's role was taken from him or at least made unnecessary.

Manuel (No. 19) also had difficulty in this class and two other boys dropped out of the program because of difficulties in relating to these two women. They were seen as talking about the boys with the girls behind the boys' backs, as telling secrets, etc. The women perceived these boys as macho and dogmatic. They wanted to be seen as persons; they did not want to have to be either authoritarian or passive, but somehow the boys could not find an appropriate response mode for a category of women who were neither "mothers," "sisters," or "girlfriends," but who still acted familiarly and warmly towards them. On the other hand, the women could not bring themselves to treat these "little boys" as "young men" with all the perogatives of males in Hispanic society. Result...nearly total miscommunication for a year.

Now, back to Teresa. She was happier not to have to leave with her brother everytime he got mad, but she still worried about him. However, she went on living her opinionated, humorous life and grew all the time, so that by the time she did her taped interview in June she was projecting, in the opinion of one of the independent raters, an image of being secure in her family but with a wide circle of friends who were becoming quite important to her, of having "a high self-confidence" and of developing "a self-sufficient attitude."

> "She knows what could potentially present physical danger, e.g., drunks in the park, and seeks her parents protection, but I feel that this is the only type of problem she does not take care of herself."

Street. Teresa's mother says she sometimes plays in the neighborhood, but that she does not like her to play sports, i.e., boys' games, a relatively common admonition for the girls, but one to which the schools, for instance, do not pay the least attention. Teresa says she goes outside and plays with friends who live in her building,

> "Sue, Mark, Richard, Deborah, and David, the manager's son, and a next door neighbor."

They only speak English. Her brother's name did not appear in this list. She also likes social dancing, discoing, but she did not say where she does that.

When asked what the rules of behavior for the neighborhood were she replied,

> "Don't fight...I fight...beat them up...don't be ashamed of me!" Whether that is Chutzpah or truth, she certainly was not sounding downtrodden and dependent.

When asked if she felt comfortable playing in her neighborhood, she replied,

> "No...there is a park. Men drink and play drums...the music is horrible (pronounced ho-r'ee-bil with the r's trilled for dramatic effect)...Everytime a lady walks by they look at her butt. If there was trouble, I'd run home and get help from my mother and father (the park is across the street from their apartment building)."

School. Teresa likes school and does well (nearly straight A's). Her After School teachers say she is a good student when she wants to be but does not always have the willingness to focus and concentrate on school work. She likes to read (fairy stories) and write stories. She has an ambivalent attitude toward math which is also her weakest subject. On her "Who Am I" she liked it but during her taped interview she called it "dumb, stupid, ignorant math." Of course, she had just had a fight with the After School math teacher because she ("here's the whole story...") would not let Pilar and herself go to see Pilar's brother's frogs in the science room...

Speaking of science, she loves science because

> "...the teacher ain't mean, doesn't yell at us, and we grow plants...and bring in caterpillars..."

Whereupon she describes, dramatically of course, the life cycle of butterflies. Meanwhile, the After School math teacher described her as not open to new materials...relationship is all.

### DISPOSTIIONS:

Self-system. Teresa has an interesting array of self-identity constructs. She likes to play mother when she is by herself, and she likes to play tag with her brother. She feels she is both El Salvadorian and American, but she feels more American. When asked if it was easy or hard to be both, she replied,

> "Easy, because I know the two languages...,"

And she wishes she knew three, French too. She and Vincent (No. 15) were the only children in the study who specifically extended the concept of bilingualism to multilingualism, although Matthew (No. 1), Luisa (No. 23) and Elena (No. 24) were also aware of other linguistic possibilities besides English and Spanish. When asked what she wanted to be when she grew up, she said, "A singer or an actress," and quickly added, "Or a nurse, or a teacher of little children..."

"How far do you want to go in school?"

"Till I reach college (meaning to go to college). I

> want to learn to cook, to get a good education, have a good job...What kind of job?...Teacher, I told you. Very good. Thank you..."

(And there she is playing all the parts again.) What is interesting is the way she has combined her multiple cultural aspirations: a) to learn how to cook (more Hispanic); b) to get a good education and a good job (more American), plus c) her fantasy aspirations (singer and actress and her realistic aspirations (nurse and teacher). Another developmental characteristic of the middle years is that besides dealing with fears (re death and destruction) one is also dealing with negotiating the boundary between fantastic and realistic futures.

The After School teachers were somewhat worried that Teresä would never be able to achieve her potential "because of her family," that they would hold her back. But Teresa's mother, anyway, wants her to go to university and become a teacher, and if her father is interested enough in education to go back to school for his GED, there would seem to be a fundamental valuing of education in the family.

Empathic ability. Teresa's expertise at welcoming adult newcomers to the After School Program has been mentioned previously. Although her descriptions of others are still largely physical, she can describe her own feelings vividly, though in a conflict she only grudgingly admits how others are feeling, and she can accurately describe how others are behaving, and thus gage her own behavior to theirs, both positively, as when she notices that her parents are tired and willingly goes to the store for them, and negatively, when she turns "catty" when she is mad at someone, for instance the math teacher:

> "Sweet and kind? She gets mad easily...I'm not going to call her 'Mommy'...no more...clown face...no longer...she's selfish, she wouldn't buy at 7-11..."

She was having a wonderful time being nasty into a tape recorder. Five minutes later she was telling the teacher the rotten things she had said. As the same teacher said, "She knows when she has behaved badly and doesn't deny it."

Teresa was also very complete and explicit about what faced a new child just learning to speak English:

> "He has to learn English fast, learn how to do his work, how to write, read, to like his neighborhood, and learn how to make friends..."

Cognitive flexibility and complexity. Teresa's responses to questions are always appropriate, both realistically and dramatically. There are no "I don't knows;" there is always an answer, usually humorous, usually a socially complex, dramatic one in which she role plays all the parts using different voices in different registers with different accents (Those of "other kids," that of "adult wisdom," etc.). She is very detailed on progressions and comprehends casual and spotial relationships. She even elaborates rules of behavior in terms of what the people who arbitrate the behavior in each situation say, again in their different voices. She can be very succinct in this exercise, e.g., the-voice-of-the-teacher, "You have to come to school to work, not to play." She is also very enthusiastic about art projects and usually does a craftsman-like job. It was in this area especially that she benefited from the contact with the two creative actress/artists who were her After School teachers during the research period.

Cognitive style. She is definitely a field-sensitive person. Said the math teacher, "She demands a lot of physical attention, likes to sit in laps, etc." She also tended to work better when she was the center of someone's attention. In taking the Embedded Figures Test she was, as usual, dramatic. Either she saw the figure right away or not at all. On or off. Each time she would perceive one, she would say in her most cultured voice, "Oh, what a coincidence!" (Remember, this is the same child who in another interaction said, "the teacher ain't mean."...)

BEHAVIORS:

Language. Teresa is very fluent in language, period. She was comfortable with both Spanish and English instruments. Peck's Long Views of Life form in English presented absolutely no problem for her, for as her celebrated math teacher said, "Teresa's very proficient in reading, writing, and speaking English." Her dramatic use of voices, accents, etc. was discussed above. She also employs different vocabularies just like Vincent (No. 15), except she is in control of what she is doing, the "ain't" of "she ain't mean," and the "coincidence" of "Oh, what a coincidence!"

We have also discussed her familiarity with the concept of multilingualism and wanting to learn French. She was also the only child in the study to discuss her friends' languages in some detail:

> "Pilar speaks Spanish and English; Fatima, English and another language; Jacqueline, English and a little bit of Spanish."

Flexible interaction style. Teresa is so flexible, she is even negatively flexible, as when she is indulging in being "catty." Could one label that negative empathy?

Coping ability. It would appear that during the research period Teresa's skills grew a great deal. Even if the relationship with her brother was perhaps never as large a problem to her as it was to her two After School teachers, the relationship she was able to engage in with these two women complete with squabies over math, at least gave her knowledge of alternative possiblities. Teresa at the moment seems to be quite solidly coming into her own with her own hopes and dreams and her own way of integrating the various characteristics of her multiple selves. She seems to be in a much more flexible and resilient sapce than, for instance, Pilar (No. 21) who seems much more vulnerable to the effects of instability in the community structure.

Coping style. Until now, Teresa's major coping mode has been to manipulate people.

> ...she can be nasty to school mates by leaving them out or by making fun of them...she fluctuates between being affectionately warm and being cold and unaccepting. She has been unpredictable vis à vis both teachers and peers.

(How else is one to control an equally unpredictable brother?) What she is in the process of learning now is to ask for what she needs and not whine, and if that does not get results, to take care of her problems herself.

## CASE STUDY NO. 23: LUISA AND NO. 24: ELENA

These two girls are cousins, each of whom emigrated with a single parent, each of whom has remarried (it was a double, civil ceremony during the research period), and both families live together in the same apartment. Luisa is nine and in the third grade and when the research period ended had been here six months. Elena is twelve (just turned twelve) and in the fifth grade and had been here five months. Luisa was born in Costa Rica, then moved to Nicaragua, then returned to Costa Rica until she came to the United States. Elena was born in Nicaragua, then moved to Costa Rica, and eventually came to the United States.

Both girls participated only in the ESL class of the After School Program along with three other girls who were also recent immigrants. None of these girls participated in the other aspects of the After School Program. Because of this, they interacted directly with the researcher only for their Embedded Figures Test and their taped interview. All the other research instruments were administered in Spanish by their ESL teacher. The taped interview was done bilingually, and they did it together so they would be more comfortable.

SITUATIONS:

Home. We have no parental assessment from either set of parents for either of the girls. Luisa has one other brother and she is the younger of the two, and Elena has two other brothers, and she is the eldest.

Luisa's mother babysits infants and small children, and Luisa mentioned helping her with this. Both girls had a complaint about their respective father's; Luisa's that her father had made her go to school when she was sick ("My father is so bad," she said in a teasing voice), but the independent raters felt that from the tone of her voice it had been a case of school-morning-stomach-ache. Elena, on the other hand, said that her father got angry when things were not done well and that he was very serious. As we learn more about Elena, it will become apparent that at least from the point of view of conscientiousness, she is most definitely her father's daughter.

Both girls are very well dressed and have beautiful manners, very like those of Clara (No. 13) in which girls formally greet everyone in a room when they enter and go around and kiss and take their leave of everyone individually, calling them by name when they depart from a social event. Both are expected to help at home.

Each of the girls was also very aware of their recent migration, though not anxious to give any details.

Street. Both girls must go directly home after school. Their parents will not let them play outside because it is "a bad neighborhood." They do attend church services at Sacred Heart Church. Their mothers have also told them that they really prefer that they do not play with boys (see also Case No. 22) because "They fight too much, and they are too rough" and that they should go play with other girls if boys join their game. Luisa seems to be more popular with other children, while Elena is preferred by adults, because she very nearly is one.

School.

Luisa: Luisa mentioned that she was a good student in Costa Rica, too, just as she is here. She is in the same class as Carlos (No. 14) and Vincent (No. 15). Her first day of school was very good. She recalled,

> "My teacher was good to me. People were talking to me...'Hi!'...I tried to talk to them, to make friends the first day."

She finds that her teacher has a lot of patience and really tries to communicate. She tries to do well because she does not want her teacher to have to call her mother.

She says that now most of her friends speak English.

Besides her regular teacher, she also has an ESL teacher in day school. Both her ESL teacher in the day school program and her ESL teacher in the After School Program evaluated her ineffective and effective behaviors, the skills she still needs to acquire and provided some open comments.

I. Ineffective behaviors

Day:

Sometimes she overreacts to situations; she becomes upset and cries.

After School:

She comes to class late, talks out of turn, pouts, is sometimes uncooperative, picks on her older cousin, and hurls insults during class.

II. Effective behaviors

Day:

She applies herself conscientiously to her studies and always makes an effort.

After School:

She is sometimes a good student. She participates in discussions and other activities and likes to help one of the other new arrivals.

III. Skills needed

Day:

She still needs basic skills in English and a little more time to adjust to her new school situation.

After School:

Her problem is that she is obviously influenced by her peers, and it is obvious she's been associating with rough talking and acting girls. Maybe with maturation things will change but presently she is under bad influences.

IV. Open comments

Day:

None

After School:

She's smart but easily influenced. She likes to dominate her older cousin and is often insensitive to Elena's feelings yet ready to defend Elena's negative attitudes, them against Elena...all this bickering.

This pouting, crying, bickering, leaving people out when you are mad at them, etc. seems to be characteristic of at least five other girls in the study: Rosalie (No. 12), Clara (No. 13), Jacqueline (No. 16), Pilar (No. 21), and Teresa (No. 22). Along with Luisa, they are all "the charmers" in our research population.

Elena: Elena is in the same day school class as Manuel (No. 19), Teresa's brother (see No. 22), and one of the other girls in her After School ESL class, and she was extremely proud of her end of year report card, particularly her A in math, and she is reading in English at grade level after only five months. However, not only was her first day of school terrible, so were most of the first three months she was here, and it still is not much better. Her first day of school was bad.

"I don't speak English very well. None would talk to

> me. It took three months to make some friends, and it was better...But it was scary not knowing anything...feeling lost."

She finds her teacher to be very good and very nice.

She also says that most of her friends speak English. But on her "Who Am I" it appeared that she was still looking for a special friend, a friend

> "who is not selfish and who is serious and 'correct'..."

Like Luisa, besides her regular day school teacher, she also has an ESL teacher in day school. Both her ESL teacher in day school and her After School ESL teacher evaluated her in the same areas as Luisa was evaluated.

I. Ineffective behaviors

Day:

> Elena speaks when spoken to; she is not as verbal in English as she could be.

After School:

> Sometimes she is afraid to speak up or is unnecessarily hesitant in responding.

II. Effective behaviors

Day:

> She is an excellent student; she learns everything that is given her.

After School:

> She is my most considerate and mature

student. She is always on time, truly concerned with her progress, has a practical desire to learn English, is an excellent student, likes to help others and always volunteers.

III. Skills needed

Day:

She needs to be a little more verbal.

After School:

She needs confidence and self-assurance.

IV. Open comments

Day:

None

After School:

Since Elena is mature and serious, this gives her a problem with her classmates who play around a lot. They accuse me of protecting her, that she is my "preferida." Luisa, her cousin, is really her only friend, and, therefore, Elena is very dependent on her, and Luisa knows this. Elena is sensitive and mature both mentally and physically which again ostracizes her from the group. She lacks confidence to go out and make her own friends so as not to be so dependent on Luisa and Ileana. With perserverance, self-confidence, and parental support, Elena will go far!

Elena, although she is just twelve, is a very competent young woman, not a silly pre-teen or adolescent. She is going to have a very lonely time of it until she meets some kindred spirits. There are none in the After School Program. However, there are some girls similar to her among the black girls at the day school, particularly one of the girls in the science class who is a serious scholar and who does not participate in the usual pre-teen, teen life. She, however, has also learned how not to become completely alienated from her peers, in that she makes herself available as a general resource to other students, much perhaps as Elena is trying to do in her volunteering to help others in the After School Program. Elena is the other type of Hispanic woman, the quiet, unassertive "mother" who never attracts attention to herself, who is always demure and "correct," except that Elena is struggling to find a "modern" or "American" manifestation of this "personae" which will function well in the Columbia Road neighborhood.

The young, black woman (a senior linquistics student from Georgetown University) who taught the After School Program's ESL class most likely identified very strongly with Elena's plight because of her own life history.

The question of "preferida" in an Hispanic classroom is an interesting one, and it will be addressed in the conclusions.

## DISPOSITIONS:

The girls both insisted on doing as much of their taped interview as possible in English, just like the younger children who are concentrating on learning English as quickly as possible (see Nicolas B., No. 3; Nicolas C., No. 4; Armando, No. 9; David, No. 10; and Andrea, No. 11). All five girls in the ESL class also had an interesting reaction to the "Who Am I" exercise when it was first explained to them, i.e., to ask themselves, "Who am I?" and make a list of as many responses to that question as possible. They all giggled and said they could only tell their mothers. After it was explained that they need only list "private" information they were able to do the task.

## LUISA

Self-system. Luisa is a social, confident, out-going, talkative child, somewhat the coquette and very "cute." As mentioned above she belongs in "the charmer" category. She is mature in her knowledge of how to manipulate the social world, but she does not always use that knowledge for worthy purposes. She is popular with her peers. In her "Who Am I" she described her country and what she liked about it and what she likes to do. When she described herself from her Polaroid picture, she gave a positive physical description. At the moment, she identifies herself as half Nicaraguan and half American, and learning English is just something she has to do.

As part of her ESL class, she wrote an essay about being a bilingual stewardess for an international airline (very well done), and she would like to go to university and study languages. She likes to work with people. Her After School Program ESL teacher thinks she would make a good executive secretary:

> "She's smart, speaks English well. Her snappiness reminds me of this type of secretary."

Her day school teacher thinks she is capable of being whatever she wants to be.

Empathic ability. Luisa demonstrates empathy in an interesting way by role-taking re behaviors she can imagine herself doing, i.e., her mother's household tasks and child care activities, her teacher's patient teaching. She also seems to have a propensity for what we have come to call "negative empathy" (see Pilar, No. 21; Teresa, No. 22), or using the ability to take another perspective for hurtful purposes as when being manipulative and/or "catty" (see Luisa's After School ESL teacher's discussion of her treatment of her cousin Elena in School above).

Cognitive flexibility and complexity. Luisa was hampered by her choosing to use English but her sparkly, dramatic, inflected way of speaking came through very clearly. She is very clear about where she had been and when (space and time). She has solid early memories, e.g., even the name of the school she attended in Nicaragua when she was four. She can clearly articulate the rules of behavior which govern her life, e.g., re not playing with boys, helping her mother, etc., and she has a high ability to elaborate. Her descriptions of herself were mostly physical, and she made very few strong feeling statements, but again this is most likely due to her choice of response language. She was able to pay attention to a high level despite language difficulties, and nearly all her responses were appropriate with prompts usually only for clarity.

Cognitive style. Luisa's Embedded Figures score was on the low side, therefore, suggesting field-sensitivity. She certainly is relational in her everyday behavior in both positive and negative directions (see School).

BEHAVIORS:

Language. Luisa does not seem to be upset at "having" to learn English and seems to have turned it into an enrichment process. Her spoken English is already quite fluent, and her essay on being a bilingual secretary was very well done. She did Diaz-Guerrero's Long Filosofia de la Vida in Spanish. She speaks Spanish at home, English at school, and both on the street. She is one of five children in the study who revealed a familiarity with the concept "multi-lingual."

Flexible intereaction style. When asked what she would do if she disagreed with parents, teachers, and friends, she gave a differentiated response. She would not disagree with her parents. She would have to do what her teacher said regardless, but she would argue with her friends. Her first day of school experience (see School above) illustrates that she is quite good at initiating contact in new situations.

Coping ability. All the above, the fact that she is simultaneously adjusting to a new country, a new language, a new home, a new family, a new school, and new friends, demonstrates that she is doing extremely well. It is small wonder that she over-reacts, cries and/or is pouty occasionally. Even her "catty" behavior toward Elena is probably sibling rivalry more than anything else. It is always hard to live with extreme competence, especially if you are used to being the apple of everyone's eye, as is certain that Luisa was.

Coping style. Luisa relies heavily on her willingness to initiate contact and on her ability to be charming. When she gets tired, or these do not work, she cries, a passive defensive reaction.

## ELENA

Self-system. Elena is a very mature reserved, competent young woman whose entrance into Adams School has been difficult because she possesses those attributes plus the fact that she is physically mature as well. She has, however, a firm consciousness of herself as a good student. In her "Who Am I" she described her country and its beauties, her goals here in the United States (to learn English well so that she can help others), and the kind of friend she would like to have. She has a craftsman-like approach to all her work. The "Who Am I" was beautifully written with no errors. Her self-description was in terms of physical characteristics and behaviors, and she sees herself as too heavy for her liking. At the moment, Elena too sees herself as half Nicaraguan and half American, and she sees English as an additional useful tool to use in the world. She too wants to go to university, and she also would like to travel and see the world. She would not mind being a stewardess except she gets airsick, so she did her ESL essay on being a bilingual secretary instead. As usual, Elena's work was of highest quality. Her After School Program ESL teacher thought Elena should be a bilingual nurse of work in some other social capacity with people. Her day school ESL teacher says she can be anything. Elena also was able to identify a model or models, actresses like Carrie Fisher who played Princess Lea in Star Wars.

Empathic ability. Elena is a truly insightful, caring person. Her behavior towards adults demonstrates this all the time; her peers just do not appreciate this yet. For instance, the researcher had set up an appointment to do the taped interview with the girls, and then they had an emergency. Most of the children would have just forgotten about their appointment with the researcher. Left to herself, Luisa would have, but not Elena. Instead she wrote the following note to the researcher apologizing and left it with the ESL teacher, making certain that the researcher would get it before she began her activities that day.

> To Jacky I don't know how to write your name. I'm sorry. I can't go because I have a big trouble in my house. Not very, very big but is a trouble. Tomorrow I'm going.
>
> From: Elena
>
> Luisa too. She has a trouble too.

Not only did she apologize for not "going" (coming), but she allayed the researcher's fears about her trouble ("not very, very big...").

Cognitive flexibility and complexity. Elena is able to recall a vivid first memory of falling and being spanked because she had disobeyed. Her self-description, while physical and behavioral, included such new vocabulary for her as "Double Dutch," a form of jump-rope. Although she is not as fluent as Luisa, Elena is very exact and precise, and her written work is often very complex, as in her description of her ideal friend (see school, Elena).

Cognitive style. Elena may be both field-sensitive and independent. Behaviorally she certainly is sensitive, but she also achieved a relatively high score for field indepen-

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dence on the Embedded Figures Test, and she certainly has a well developed capacity for independent work.

## BEHAVIORS:

*Language*. Elena's spoken English is handicapped by her reserve, but her written English does not suffer as much. She tends to be exact in her language (even in Spanish) rather than fluent. She is learning Enlish as a tool, for practical reasons, one of which may be to be able to communicate with with the neighborhood which Elena feels speaks English. Elena took Diaz-Guerrero's Long *Filosofia de la Vida* Instrument in Spanish.

*Flexible interaction style*. Like Luisa, Elena has a flexible pattern for dealing with disagreement (see Luisa: Flexible interaction style). While Elena possesses all the sensitivities to have a flexible interaction style (i.e., showing respect, having empathy, etc.), she is lacking skills in interaction management and in the initiation of contact in new situations. Witness: it took her three months to find some friends in her new school.

*Coping ability*. Elena, too, has had to cope with a new country, a new language, a new home, a new family, a new school, and new friends. It is only with the latter that she is not coping very well, and that is as much the fault of their immaturity as it is of her maturity. Elena just keeps on doing her tasks well and waits, though not without pain, for everyone to grow up.

Coping style. Elena specializes in pure competence.

Now, how would these two girls, so recently arrived themselves, help another girl just arriving at school who spoke no English?

> "We would translate for her from Spanish to English. We would help with what the teacher had to say. We would take her around to other kids and to her teacher, and we would help her with her homework. Once she's learned English she will be able to make friends..."

It would seem that multicultural social competence is essentially interpersonal in nature and that the key for effective adaptation by children to new cultural situations if overwhelmingly dependent on a single factdor, the ability to elicit friendship in the new setting.

## CHAPTER 5

# COMPONENTS OF SOCIAL COMPETENCY DEVELOPMENT IN MULTICULTURAL CHILDREN

### Criteria for Judging Social Competency: Parents, Peers, Teachers.

We did not succeed in identifying a single standard set of criteria by which parents, peers, and teachers judged a child to be socially competent. Parents, unless an unusually good rapport existed between a particular parent and the interviewer, generally gave responses that allowed the child to be seen in a socially positive light.

An average of 2.4 peers evaluated each other. In the age range of our sample, children tend to be friends one day and enemies the next, so the particular day the students evaluated each other's behavior greatly colored their responses.

Even self evaluations varied a great deal from day to day. Inadvertently, the researcher misplaced two students' self-evaluations (Peck's Behavior Rating Scale) and had the students re-do their evaluations. Later, the originals were found and the responses on each scale were compared. The responses were quite different, with a tendency the second time to choose responses on either end of the scale, rather than values in the middle ranges.

Most of the children in our sample had multiple teacher ratings, usually including their day-school teacher and one to four After School Program teachers. Although the standard deviations for the mean teacher ratings tended to be on the low side for most of the measures (an S.D. around .65 in relation to an M of 4.0), it sometimes seemed that teachers were rating completely different children. This was especially true of Coopersmith's Behavior Rating Form which was too unreliable (.46) to be interpretable.

This variation in teacher response appeared to be due to two phenomena.

First, different teachers respond differently to certain student characteristics. For example, the range of what teachers regarded to be critical student skills varied greatly from teacher to teacher. The range of these "critical" skills included motor skills (handwriting), social skills (getting along with others), cognitive skills (mathematics achievement), linguistic skills (English fluency), and self-discipline (paying attention, finishing tasks).

Second, students themselves behave substantially different in varying situations. This varied student behavior from situation to situation underlines another difficulty: the need to assign the situation itself a rating in terms of its degree of difficulty. Equitable rating of a child's performance needs to take into consideration mitigating circumstances, such as when a child's parent or teacher is being unreasonable, or a peer situation which demands breaking rules in order to "belong," thereby provoking a dilemma in "effective" coping. In such cases, a lower performance rating might actually be a sign of a high performance under difficult circumstances.

## Childrens' Response to Heterogeneous Situations.

In the heterogeneous setting of our research, with its multiplicity of situational demands, perhaps it is not surprising that very few of the children in this study could be rated as acculturative adaptors. Those few that could possibly be regarded as exhibiting acculturative tendencies adapted rather selectively to a limited number of environments in which the children could perceive clear, already formulated role patterns. For instance, there were traditional Hispanic childrens' roles that seemed to be easy for the children to adapt to, such as "the little man" (surrogate father) and "the little mother" for eldest Hispanic children, and a peer demanded role such as "the street tough" or macho, and/or a school role of "the superstudent."

Most of the students who functioned optimumly caused the situations in which they found themselves to adapt to themselves as much as they adapted to the situations. In addition, even the children who seemed to choose adaptive strategies were often actively working toward a position of more power and control. For the elementary-school-aged children of our sample, adaptation was a two-way street, with the children getting as much as they were giving.

Examples of Hispanic children as predominantly passive copers did not appear in our case studies. Rather, a combination of charm and temper enabled the children to mold his/her environment a great deal of the time.

## Instruments: Home, Street, School.

Multiple perceptions were used to ascertain performance levels in a particular situation. These perceptions were elicited from a sample of the major actors in the situation, and, in addition, from outside observers. In the home situation, for example, perceptions of the principal field investigator and of teachers were elicited as well as of the child and parents.

In all cases, it was found over the course of the research that the perceptions of most credence were those of the major actors of a given situation. Parents did not seem to know accurately how their children were doing at school or with peers after school, nor did teachers seem to know how the children were doing at home or on the street.

The perceptions of the field researcher were useful insofar as she did not share the same biases with parent, teacher, and peer raters. (She attempted, of course, to be an objective recorder of behavior she actually observed.)

Home. Four different instruments were employed to attempt to determine performance levels at home: (1) selected items which dealt with home life from Coopersmith's Self-Esteem Inventory, a self-report instrument; (2) selected items which evaluated life at home from the IRD Parent Interview; (3) selected items which evaluated how well a student was doing at home from the IRD Teacher Evaluations; and (4) information contained in field notes compiled by the field researcher from the taped student interview, from participant observation, and from the open-ended items on both the IRD Parent Interview and on the IRD Teacher Evaluations.

Information derived from the teacher evaluations on the home situation was least helpful unless the teacher in question was acquainted with the family outside the school setting.

Self-report items, when a respondent was responding sincerely, were quite valuable especially because social perception rather than "reality" tended to be the important criterion. There were, of course, instances where children and parents were both responding sincerely but contrastive perceptions of how the child was doing at home emerged.

A comparison of those instances where parents and teachers provided assessments concerning the child's ability to function at home and at school yielded no statistically significant correlations between teacher and parent assessments, although both parental and teacher ratings were internally consistent. (The one assessment that did not correlate with the other assessments was teacher ratings of student self-esteem.) Table 5 presents these data.

TABLE 5

| | INTERCORRELATIONS FOR SITUATIONAL EFFECTIVENESS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | IRD Parent Interview: How Child Does at Home | 1.0 | | *** | | | | | |
| 2 | Teacher Rating: Student Effectiveness at Home | | 1.0 | | * | * | ** | | |
| 3 | IRD Parent Interview: How Child Gets Along w/peers | | | 1.0 | | | | | |
| 4 | Teacher Rating: Student Effectiveness w/peers | | | | 1.0 | *** | *** | | ** |
| 5 | Teacher Rating: Student Effectiveness in School | | | | | 1.0 | *** | | ** |
| 6 | Coopersmith behavior Rating Scale: Teacher | | | | | | 1.0 | | ** |
| 7 | Teacher Rating of Student Self-Esteem | | | | | | | 1.0 | |
| 8 | Student Grade Point Average | | | | | | | | 1.0 |

This lack of intercorrelation of parent and teacher assessments suggests that each assesor may have projected a functionality particularized in a non-home setting to a home setting, or that the construct of what constitutes successful adaptation to home life may not be constant across parents and teachers, or that parents may tend to respond with socially accepted answers which idealize their childrens' behavior.

Street. To evaluate street performance five instruments were used: (1) selected items that dealt with peer relations from Coopersmith's Self Esteem Inventory, a self-report instrument; (2) selected items dealing with peer relations from Peck's Behavior Rating Form which was responded to by the child, a group of peers, and the child's teachers; (3) selected items that dealt with peer relations from the IRD Parent Interview; (4) selected items dealing with peer relations from the IRD Teacher Evaluation; and (5) information from the field notes (see description in section above on "Home").

Self and peer responses seemed more accurate than parent and teacher ratings of "street" performance. The field notes provided a larger context to assessing peer interactions.

Intercorrelations of the parent and teacher ratings of the childrens' ability to function with peers yielded no statistically significant correlations, as Table 5 indicates. As in the prior example of performance at home, parents and teachers do not seem to be rating the same children on this dimension.

School. Seven instruments were employed to assess school performance: (1) selected items which dealt with school life from Coopersmith's SelfEsteem Inventory, a self-report instrument; (2) self, peer, and teacher responses to selected items on Peck's Behavior Rating Scale which dealt with school life; (3) selected items dealing with school life from the IRD Parent Interview; (4) selected items dealing with school life from the IRD Teacher Evaluations; (5) relevant information from the ethnographer's field notes; (6) teacher grades; and (7) achievement tests on reading and mathematics that were administered in day school as part of a standardized testing program.

Intercorrelations among the seven different ratings on each child's adaptation to school life yielded six statistically significant correlations (out of 21 possible correlations).

When "school" is the subject of a child's performance, self ratings correlate significantly with both teacher ratings and grade point average. Parental ratings do not correlate significantly with any of the other six ratings.

Not surprisingly, the highest correlations (p=.001) occured between teacher ratings of the students and their grade point averages. Interestingly, while standard achievement test scores in English reading and mathematics were significantly correlated, neither achievement test score correlated significantly with any of the other five ratings. This finding is similar to that encountered by Peck et al in their cross-national study of coping and achievement in 10-14 year olds in six countries. The implication is that there is considerable social skill involved in getting good grades.

The taped student interviews were done by each child by the principal field investigator. The resulting tapes were then evaluated and coded by the principal field investigator and two other independent raters. The resulting score on this interview reflected how well the child was able to interact in a relatively structured situation with a relatively strange adult who did not fit into either the role of parent or teacher.

We attempted to weight these situational measures to derive a standard "total score" for each situation and then to derive a total composite score across all three situations, but we were dissatisfied with the results. The quality of information derived from a number of open-ended measures varied tremendously from child to child. Some openended measures would elicit very revealing information from some students but elicit perfunctory responses from others.

Language Use. We postulated bilinguality as a characteristic of high performers in all three situations.

Language ability and language loyalty sometimes were not positively associated. This was most often the case when the child was in the midst of an intensive effort to learn the second language (English) quickly.

Language ability in a number of cases also did not seem to be associated positively with language performance. Some of the study's children who are impressively bilingual in daily life refused to do the Spanish language research instruments. Sometimes this was due to sibling dynamics where the child thought the one thing s(he) could do better than the sibling was to speak English.

The assessments of English fluency by the independent raters of the taped student interviews seemed to be influenced not only by accent but by the emotional content of the message delivered. With positive emotional content the importance of the accent tended to be discounted. With negative content, the accent was seen as an impairment to effective functioning.

To assess oral, written, and reading fluency in both English and Spanish, teachers were asked to evaluate the students on a five-point scale of fluency. Surprisingly, English oral fluency was rated higher (mean ratings of 4.26) than oral fluency in Spanish (mean ratings of 3.77). Not surprisingly, oral fluency in both languages was rated higher than reading and writing skills.

While there were many assessments of English language skills, there was a notable paucity of assessments of Spanish language skills. Only three of the After School teachers made such assessments, and none of the childrens regular day school teachers did so. Even the students themselves only infrequently (five children out of 24) spontaneously demonstrated knowledge of the concept (not the word) of multilingualism.

With regard to patterns of language usage, it is helpful to keep in mind that language use reflects more than simply a student's linguistic preference. Sometimes the student has little choice because of the absence of speakers of one or the other language in his/her neighborhood. None of the students reported using Spanish in the day school.

Intercorrelations Among Home, Street, and School Ratings.

Self ratings of home performance correlate significantly with (a) self ratings of street performance, (b) self ratings of school performance, (c) teacher ratings of peer performance, (d) teacher ratings of school performance, (e) grade point average, and (f) achievement on standard tests of English reading skill.

Parent ratings of home performance correlate significantly with (a) parent ratings of peer performance, and (b) parent ratings of school performance.

Teacher ratings of home performance correlate significantly with (a) teacher ratings of peer performance, (b) teacher ratings of school performance, and (c) mathematics achievement scores on standardized tests.

It has already been mentioned how the parent and teacher ratings of street performance correlate with the assessments of home performance. In addition to these intercorrelations, parent assessments of street performance correlate with parent assessments of school performance.

Teacher assessments of street performance correlate significantly with (a) self ratings of school performance, (b) teacher ratings of school performance, (c) "general social competency" from the taped interview, and (d) grade point average.

Self assessments of street performance correlate significantly with (a) self ratings of school performance, (b) parent ratings of school performance, (c) teacher ratings of school performance, and (d) grade point average.

The intercorrelations among 13 scores from the seven instruments used to assess home/street/school effectiveness are presented in Table 6.

Teacher perceptions of the level of oral Spanish fluency of a child is associated with their assessments of the child's ability to function at home and with peers outside of school. Table 7 presents these data.

## Correlations Between Ratings of Situational Effectiveness and Selected Student Characteristics.

For some reason that is not apparent to us, parent ratings of their childrens' effectiveness at home and with peers are negatively correlated with high performance on the Embedded Figures Test.

Teacher ratings of student effectiveness at home and with peers is highly associated with performance on Ruben's Intercultural Adaptation Scale.

Three ratings correlate significantly with field sensitive behaviors (teacher ratings of student effectiveness at home and with peers, and grade point average). None of the measures of situational effectiveness correlate significantly with field independent behaviors.

While teachers appear to be influenced by student fluency in Spanish when they rate student performance at home and with peers, oral fluency in either English or Spanish is not correlated significantly with the nine measures of childrens' characteristics that are presented in Table 8.

An intercorrelation matrix containing 18 measures of situational effectiveness and characteristics of the children in our study is presented in Table 9. Five of the table's six negative correlations are accounted for by two versions of the Filosofia de Vida test. Unfortunately, as explained in Chapter 2, the results of these measures were too unreliable in our sample to form the basis of interpretation; the sixth negative correlation (Embedded Figures Test) has been discussed in the previous subsection.

The measures which reached statistical significance most frequently in their correlations with the other measures contained in Table 9 are: the "home" subtest of the Coopersmith Self-Esteem Inventory and the total Inventory score; Ruben's Intercultural Adaptation Scale; and the project's field researcher's Daily Coping Behavior Rating.

## TABLE 6

### INTERCORRELATIONS AMONG HOME/STREET/SCHOOL ASSESSMENTS OF STUDENT COMPETENCY

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Coopersmith Self-Esteem Inventory: Home | 1.0 | | | *** | | ** | *** | | ** | *** | * | | |
| 2 | IRD Parent Interview: Home | | 1.0 | | | *** | | | *** | | | | | |
| 3 | Teacher Rating: Student Effectiveness at Home | | | 1.0 | | | * | | | * | | | * | |
| 4 | Coopersmith Self-Esteem Inventory: Street | | | | 1.0 | | | *** | * | * | ** | | | |
| 5 | IRD Parent Interview: How Child Gets Along w/Peers | | | | | 1.0 | | | *** | | | | | |
| 6 | Teacher Rating: Student Effectiveness w/Peers | | | | | | 1.0 | ** | | *** | ** | | | ** |
| 7 | Coopersmith Self-Esteem Inventory: School | | | | | | | 1.0 | | ** | ** | | | |
| 8 | Parent Rating: How child does in school | | | | | | | | 1.0 | | | | | |
| 9 | IRD Teacher Evaluation: School | | | | | | | | | 1.0 | ** | | | * |
| 10 | Student Grade Point Average | | | | | | | | | | 1.0 | | | |
| 11 | Standard Achievement Test: Reading | | | | | | | | | | | 1.0 | ** | * |
| 12 | Standard Achievement Test: Mathematics | | | | | | | | | | | | 1.0 | |
| 13 | Personal Interview: General Social Competency | | | | | | | | | | | | | 1.0 |

## TABLE 7

### CORRELATIONS OF LANGUAGE FLUENCY
### AND
### SITUATIONAL EFFECTIVENESS

| | | 9 | 10 |
|---|---|---|---|
| 1 | IRD Parent Interview: How Child Does at Home | | |
| 2 | Teacher Rating: Student Effectiveness at Home | | ** |
| 3 | Parent Interview: How Child Gets Along w/peers | | |
| 4 | Teacher Rating: Student Effectiveness w/peers | | * |
| 5 | Teacher Rating: Student Effectiveness in School | | |
| 6 | Coopersmith Behavior Rating Form: Teacher | | ** |
| 7 | Teacher Rating of Student Self-Esteem | | |
| 8 | Student Grade Point Average | | |
| 9 | Teacher Rating: Oral English | | |
| 10 | Teacher Rating: Oral Spanish | | |

## TABLE 8

| SELECTED CORRELATIONS | | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | IRD Parent Interview: How Child Does at Home | | (*) | | | | | | | |
| 2 | Teacher Rating: Student Effectiveness at Home | | | * | | *** | | | | |
| 3 | Parent Interview: How Child Gets Along w/Peers | | (*) | | | | * | | | |
| 4 | Teacher Rating: Student Effectiveness w/Peers | ** | | * | | *** | | | | * |
| 5 | Teacher Rating: Student Effectiveness in School | * | | | | | | | | |
| 6 | Coopersmith Behavior Rating Scale: Teacher | | | | | *** | | | | * |
| 7 | Teacher Rating of Student Self-Esteem | | | | | | | * | | |
| 8 | Student Grade Point Average | ** | | * | | * | | | | |
| 9 | Teacher Rating: Oral English | | | | | | | | | |
| 10 | Teacher Rating: Oral Spanish | | | | | | | | | |
| 11 | Coopersmith Self-Esteem Inventory (self) | | | | | | | | | |
| 12 | Embedded Figures Test | | | | | | | | | |
| 13 | Ramirez & Castaneda Field Sensitivity | | | | | | | | | |
| 14 | Ramirez & Castaneda Field Independence | | | | | | | | | |
| 15 | Ruben's Intercultural Adaptation Scale | | | | | | | | | |
| 16 | Diaz-Guerrero Filosofia de Vida (short form) | | | | | | | | | |
| 17 | Peck's Views of Life (long form) | | | | | | | | | |
| 18 | Peck's Behavior Rating Scale: Self | | | | | | | | | |
| 19 | Peck's Social Attitudes Inventory (self) | | | | | | | | | |

## TABLE 9

| | SELECTED INTERCORRELATIONS FOR SITUATIONAL EFFECTIVENESS AND CHARACTERISTICS OF CHILDREN | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Coopersmith Self-Esteem Inventory | 1.0 | | | | * | | | | | * | | | *** | | *** | *** | | * |
| 2 | Embedded Figures Test | | 1.0 | | | | | | | | (*) | (*) | | | (*) | | | | |
| 3 | Ramirez & Castaneda Field Sensitivity | | | 1.0 | | *** | | | | * | | | * | | | | | | * |
| 4 | Ramirez & Castaneda Field Independence | | | | 1.0 | | | | * | | | * | | | | | | | |
| 5 | Ruben's Intercultural Adaptation Scale | | | | | 1.0 | | | | ** | | | *** | ** | | | | | *** |
| 6 | Diaz-Guerrero Filosofia de Vida (long form) | | | | | | 1.0 | | (*) | | (*) | (*) | * | | | | | | * |
| 7 | Peck's Views of Life (long form) | | | | | | | 1.0 | | | | | | | | | | | |
| 8 | Peck's Behavior Rating Scale: Self | | | | | | | | 1.0 | | * | | | | | | | | * |
| 9 | Peck's Social Attitudes Inventory:total coping | | | | | | | | | 1.0 | | | ** | | | | | | * |
| 10 | Diaz-Guerrero Filosofia de Vida (short form) | | | | | | | | | | 1.0 | * | | * | | | * | | |
| 11 | Diaz-Guerrero Fil. de Vida (short) Eng. version | | | | | | | | | | | 1.0 | | * | | | | | |
| 12 | Ethnographer's Daily Coping Behavior Rating | | | | | | | | | | | | 1.0 | | | | | | ** |
| 13 | Coopersmith Self-Esteem Inventory: Home | | | | | | | | | | | | | 1.0 | | *** | *** | | ** |
| 14 | IRD Parent Interview: Home | | | | | | | | | | | | | | 1.0 | | | *** | |
| 15 | Coopersmith Self-Esteem Inventory: Street | | | | | | | | | | | | | | | 1.0 | *** | * | * |
| 16 | Coopersmith Self-Esteem Inventory: School | | | | | | | | | | | | | | | | 1.0 | | ** |
| 17 | Parent View of How Child Does in School | | | | | | | | | | | | | | | | | 1.0 | |
| 18 | IRD Teacher Evaluation: School | | | | | | | | | | | | | | | | | | 1.0 |

Dispositions and Behaviors.

As work progressed on the study, it became increasingly difficult to differentiate dispositions from behaviors. The major difference between the two categories originally was perceived to be that the former described characteristics that were inherent to the actor, while the latter described behaviors of the actor. However, the lines between the two categories became blurred in practice. One could comfortably place the variables in both categories together under the heading "characteristics of the actors." Each of these characteristics will be discussed in turn below.

Self-System. The self-system was measured by four instruments: (1) Coopersmith's Self-Esteem Inventory, a self reporting instrument; (2) Coopersmith's Behavior Rating Form, a teacher evaluation instrument (that turned out to be too unreliable for our sample); (3) the Who Am I? exercise, also a self reporting instrument; and (4) field notes compiled by the principal field researcher. Additionally, information was collected on the childrens' ethno-linguistic self-identifications, sense of family history, identification with a model (someone s(he) would like to be like when s(he) grew up), and degree of contact with the ethnic culture.

These four instruments yielded six measures of the child's self-system. When these six scores were intercorrelated, one statistically significant correlation resulted. Coopersmith's Self-Esteem Inventory correlated with the "sense of self" portion of the Who Am I? Surprisingly, these measures did not correlate significantly with the child's sense of identity, history, role model, or contact with the ethnic culture. Nor did these four instruments correlate significantly with each other. These data are presented in Table 10, later in this chapter.

An examination of the case studies suggests that high or low self-esteem as traditionally measured, with an emphasis on absence of problems in all behavioral domains, is not as important to effective social coping in varying cultural contexts as is a child's willingness and ability to deal with problems. In short, a good coper is not a child without problems, but a child who can deal with problems. It is functional to be in touch with reality in both its positive and negative aspects, but not be overwhelmed by that reality nor bound by it. Effective copers see reality as dynamic, with change as an inherent part of it.

Regarding the child's spontaneous use of ethnolinguistic identifiers, high as well as low performers made these identifications, and not all high performers made them at all. Recent immigrants and children who immigrated at an older age tended to be the most likely candidates for spontaneous ethnolinguistic self-identifications.

When the children on their taped interview were asked specifically to identify themselves ethnically, there was the following range of responses:

(1) "I never think about it";

(2) First-culture self-identification;

(3) Second-culture self-identification;

(4) Integrated self-identification, including as many as three racial/cultural self-identifications;

(5) Situational self-identifications, i.e., "...in Peru I feel Peruvian, and here I feel American."

There were high performers in all five response categories.

Our sample's age range did not yet know their family's history in any formal sense, but those children that had a firm sense of their own personal history were among the high performers in role taking ability, richness and quality of their taped interview, and on the Embedded Figures Test (see Table 10). These children had a good sense of the continuity of their lives through time--this even from a child who was picked up by authorities on the streets of San Salvador at the age of two and a half wandering around by himself.

Only six of the 24 children said they knew a real person they would like to be like when they grew up. Only half the children had any model at all, even a fantasy model like Charlie's Angels. None identified a model that was bilingual or multicultural. Only one child identified a model of the same race or ethnic group (O.J. Simpson). Some of the high performers had no model at all.

Regarding contact with the ethnic culture, quality rather than quantity was the critical factor, especially if the culture's only representatives in the child's current life were the child's parents. Several cases in our study suggest that the quality of the relationship between the child and the same-sex parent may be associated with the child's attitude toward his/her ethnic cultural heritage.

Empathic Ability. Empathic ability is seen generally as central to role taking (i.e., being able to see a given situation from different perspectives) and to social competency in general.

However, most of our effective performers were also adept at communicating their own point of view. Dr. Lesle Grey, who at this writing is director of the SED Center's After School Program (the setting of this research), observed that perhaps researchers in social competency suffer under the illusion of "the empathic fallacy." Adherents of this "fallacy" regard seeing the other's point of view as the key skill in effective social interaction when an equally important skill is the ability to maintain one's own perspective in the face of assimilative influences. In short, the ability to respect others while standing up for oneself is a skill often undervalued by theoreticians.

The measures used for assessing empathic ability were among the sounder measured employed in this study: (1) the IRD taped student interview where role-taking ability was evaluated independently by three raters; (2) the empathy subtest measure from Ruben's Intercultural Adaptation Scale, a rating instrument based on observed daily behavior, done by teachers on each student; and (3) the field notes which draw on the principal field investigator's participant observation of the children in the After School Program.

Children in the age range of our sample who behave empathically in daily life are not usually able to verbally express empathic or role-taking ability. The verbal expression of empathy seems to emerge according to the following developmental pattern:

The ability to describe...

(1) physical objects of interest in the environment;
(2) oneself physically;
(3) the other person physically;
(4) one's own feelings;
(5) another's feelings.

Most of our children were at levelsl two and three and just evolving toward level four. None were at level five.

Another interesting manifestation of empatic ability is the ability to get one's own way by using one's knowledge of the other person's position to achieve one's own ends. Among the children in our sample, getting one's own way was accomplished in three ways: manipulation, agression, and competence.

The children manipulated situations by being charming, through stubborness, by having temper tantrums, and by crying. Obtaining one's own way agressively was accomplished by a show of power or through an actual physical fight. The especially competent child got their own way by making it seem a logical necessity that their way was indeed the appropriate way. This was done verbally for the most part, but also non-verbally by demonstrating high performance in the area in question.

Empathy, as measured by role taking ability in the taped student interview, correlated significantly with two measures of cognitive complexity ("richness and quality" in the taped interview, and "richness" in the Who Am I?). The latter two measures of complexity also intercorrelate significantly. This suggests that the three measures may be measuring substantially the same factor.

## Cognitive Flexibility and Complexity.

Cognitive flexibility and complexity was probed by three measures: (1) the richness and quality of response in the taped student interview; (2) the richness of response in the Who Am I? exercise; and (3) the ethnographer's field notes.

The raters of both the taped student interview and of the Who Am I? had to radically revise their preconceived notions of what behavior constituted a "rich" response in six to 13 year old children. A six year old who responds to the initial query ("Who are you?") with his/her own name is providing a complete response for a six year old.

One aspect of cognitive flexibility and complexity is the ability to imagine alternative futures. However, most of our sample was too young to do this. For them, tomorrow is a mysterious future. Ten years from now is nearly unthinkably distant.

When asked what they wanted to be when they grew up, some students selected "bilingual secretary" and "stewardess for an international airline," but the ESL class during the regular day school had just done a unit on professions where knowing more than one language was an asset. There was a preponderance of policemen and policewomen (had the police department presented a program in the school the week in question?).

The essential task in eliciting co mplex responses from young children is in finding a topic of sufficient interest to them for them to want to give more than a perfunctory response. For one boy such a topic was fighting; for one girl it was how people are different.

It was interesting to note that richness and complexity could be manifested through detail, precision, and elaboration. (Richness and compllexity was elicited through six different content categories: emotional, social, objective, analytical, physical, and behavioral descriptions.)

Cognitive Style. Three measures were used to assess cognitive style: (1) The Children's Embedded Figures Test, and (2) Ramirez and Castaneda's observational measures of field independence, and (3) the Ramirez and Castaneda observational measure of field sensitivity.

The first measure is a game-like activity the child does him or herself; the latter two are teacher ratings based on classroom observations.

We postulated that high performers in all three situations (home, street, school) and in the taped interview would be both field independent and field sensitive. Further, we anticipated field sensitivity to be the more important characteristic of socially competent children, and for field independence to be an additional necessity for academic achievement in U.S. schools.

None of these three measures of cognitive style intercorrelated significantly. It is surprising that the two measures of thesame construct--field independent behavior--did not intercorrelate. The Ramirez and Castaneda instrument has teachers observe classroom behavior, while the Embedded Figures Test is a visual-perceptual test to see if a child can pick out a geometric figure from a complex field.

## Relationships Among the Scores Measuring Dispositions.

How do different measures of student "dispositions" fit together? First, they do not appear to be correlated significantly with each other within the same subconstruct (self-system, empathic ability, cognitive flexibility and complexity, cognitive style) as much as some of the measures are asssociated across these "dispositions" construct.

Cognitive style seems to be but weakly associated with the other parts of the "dispositions" construct. Field independence (Embedded Figures) correlates with a sense of history (self-system), and field independence as measured by Ramirez and Castaneda correlates with the "richness" subtest of the Who Am I? Field sensitivity correlates with "sense of identity" (self-system). The cognitive style measures, then, appear to afford more independent assessments of "dispositions" than do any of the other types of measures within the "dispositions" construct.

Several elements of the self-system (self-esteem, sense of self, and a sense of history) appear more related to empathic ability and to cognitive flexibility and complexity than these elements are to each other. This is especially true of the "presentation of self" in the Who Am I?

The intercorrelations among the 12 assessment scores that attempted to measure various aspects of student dispositions follow in Table 10.

## TABLE 10

### INTERCORRELATIONS AMONG MEASURES OF STUDENT DISPOSITION

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Coopersmith Self-Esteem Inventory: total score | 1.0 | * | | | | | | | ** | | | |
| 2 | Who Am I?: Presentation of Self | | 1.0 | * | | | | *** | *** | *** | | | |
| 3 | Ethnic Self Identity (Interview) | | | 1.0 | | | | | | | | | * |
| 4 | Student Knowledge of Family History | | | | 1.0 | | | ** | ** | | ** | | |
| 5 | Student's Role Model | | | | | 1.0 | | | | | | | |
| 6 | Contact with Ethnic Culture | | | | | | 1.0 | | | (*) | | | |
| 7 | Personal Interview: Role Taking | | | | | | | 1.0 | *** | ** | | | |
| 8 | Personal Interview: Richness & Quality | | | | | | | | 1.0 | ** | | | |
| 9 | Who Am I?: Complexity of Response | | | | | | | | | 1.0 | | (*) | |
| 10 | Embedded Figures Test | | | | | | | | | | 1.0 | | |
| 11 | Ramirez & Castaneda Field Independence | | | | | | | | | | | 1.0 | |
| 12 | Ramirez & Castaneda Field Sensitivity | | | | | | | | | | | | 1.0 |

### Flexible Interaction Style.

Flexible interaction style was assessed by four measures: (1) Ruben's Intercultural Adaptation Scale, an observational measure of interpersonal behavior which was part of the teachers' evaluations of the children; (2) the quality of attention given by the child during the IRD Student Interview (taped); (3) the type of response given by the child during the taped interview; and (4) the ethnographer's Daily coping Behavior Rating, based largely on the researcher's field notes. All four of these measures were significantly intercorrelated.

Ruben's measure allowed the teachers to specifically assess a wide range of interpersonal behaviors (respect, interaction posture, empathy, role behavior, interaction management, and behavior in new situations).

The quality of attention measure indicated whether the child could switch easily from his/her everyday activity (e.g., playing in the park) to doing the interview--a slightly formal, structured situation which was also novel.

The quality of response measure reflected the child's ability to give appropriate, fairly spontaneous (as opposed to prompted) responses. Coding of this measure had to accommodate imaginative uses of humor and fantasy on the part of the children.

The ethnographer's daily coping behavior rating, based largely on field notes and the case studies, yielded insights into the question of flexibility in role assumption. Very often the children were in the position of having to master more than one role, as was the case for boys who assumed both "street tough" and "good student," and perhaps one's more complete "real self" also. A major skill involved in this dual role assumption, in addition to learning the role itself, is learning when and where to perform that role and display the concomitant skills.

There are several configurations of repertoires that students can adapt:

(1) One can choose one role and be that all the time, resulting in a rather rigid response pattern; or

(2) one can be each of one's roles as situationally appropriate; or

(3) one can develop an integrated "self-for-all-seasons" which transcends all the roles.

It is in this second configuration of repertoire which affords the child most flexibility and it, in turn, can be subdivided into two different kinds of behavior:

(a) distracted, variable, random behavior, and

(b) coordinated, flexible, appropriate, and if necessary, persistent behavior.

In behavior "a", behavior controls ego. While this can be pathologic, it can also be an interim growth state, as when it is a feature of someone in crisis or of someone just beginning to master alternative roles. In "b", ego controls behavior. Whether a child chooses "2b" or "3" as a response pattern may depend on the amount of contrast in the child's various situations.

The child tends to choose "2b" in highly contrastive environments, and "3" in environments that share a gokod deal of common ground. The choice of "2b" may be a stage of "3", but this is not always the case. Choice "3" also occurs when a person substantially influences his/her own environment, often through personal charisma.

As well as skillful in role playing, some of the children also had well-developed story lines for their personal dramas. For one child it was life as a physical adventure, for another, life was a problem to be solved, and for yet another, life was a Tolstoyesque novel rich in interpersonal relationships. All of the children in our study with such well-developed "scripts" were boys.

Coping Ability.

Coping ability was assessed by 11 measures obtained from four instruments: (1) The self, peer, and teacher forms of Peck's Behavior Rating Scale; (2) Coopersmith's Self-Esteem Inventory, a projective self-report measure; (3) Peck's Sentence Completion instrument, particularly the total coping effectiveness mean score and the interpersonal relationship coping mean of this self-report instrument; and (4) the ethnographer's Daily Coping Behavior Rating.

Student self ratings on Peck's Behavior Rating Scale correlated significantly with their teachers' ratings on the same instrument, but the student self ratings did not correlate significantly with the other measures of coping ability. Coopersmith's Self-Esteem Inventory, another student self-rating instrument, correlated with the teacher ratings on Peck's Behavior Rating Scale and with the ethnographer's Daily coping Behavior Rating.

The "total coping effectiveness" score on Peck's Sentence Completion instrument correlated highly with four of the five subtests; "total coping effectiveness" did not correlate significantly with the subtest measuring ability to cope with authority. (Oddly, the ability to cope with authority was negatively correlated with the subtest score measuring ability to cope with anxiety.) "Total coping effectiveness" was not significantly correlated with the other measures of coping ability.

These intercorrelations are presented in Table 11.

## TABLE 11

### INTERCORRELATIONS AMONG SELECTED MEASURES OF STUDENT BEHAVIOR

|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Ruben's Intercultural Adaptation Sale | 1.0 | ** | * |  | * | *** | ** |  |  |  |  |  |  | *** |
| 2 | Personal Interview: Attentiveness |  | 1.0 | *** |  |  |  | ** |  |  |  |  |  |  | *** |
| 3 | Personal Interview: Response Type |  |  | 1.0 |  |  |  | * |  |  |  |  |  |  | *** |
| 4 | Peck's Behavior Rating Scale: Self |  |  |  | 1.0 |  | ** |  |  |  |  |  |  |  |  |
| 5 | Peck's Behavior Rating Scale: Peer |  |  |  |  | 1.0 | ** |  |  |  |  |  |  |  |  |
| 6 | Peck's Behavior Rating Scale: Teacher |  |  |  |  |  | 1.0 | ** |  |  |  |  |  |  | ** |
| 7 | Coopersmith Self-Esteem Inventory |  |  |  |  |  |  | 1.0 |  |  |  |  |  |  | * |
| 8 | Peck's Sen. Compl.: Total Coping Effectiveness |  |  |  |  |  |  |  | 1.0 |  | *** | ** | *** | ** |  |
| 9 | Peck's Sen. Compl.: Authority |  |  |  |  |  |  |  |  | 1.0 |  |  |  | (*) |  |
| 10 | Peck's Sen. Compl.: Interpersonal Relations |  |  |  |  |  |  |  |  |  | 1.0 |  | ** |  |  |
| 11 | Peck's Sen. Compl.: Aggression |  |  |  |  |  |  |  |  |  |  | 1.0 |  | * |  |
| 12 | Peck's Sen. Compl.: Task Achievement |  |  |  |  |  |  |  |  |  |  |  | 1.0 |  |  |
| 13 | Peck's Sen. Compl.: Anxiety |  |  |  |  |  |  |  |  |  |  |  |  | 1.0 |  |
| 14 | Ethnographer's Daily Coping Behavior Rating |  |  |  |  |  |  |  |  |  |  |  |  |  | 1.0 |

Descriptions.

This last set of measures are descriptive of coping style and includes factors from: (1) Peck's Social Attitudes Inventory; (2) Peck's Sentence Completion instrument; (3) Diaz-Guerrero's long and short forms of the Filosofia de Vida test; and (4) Peck's Views of Life instrument.

The last two measures were selected for this study because they contained factors measuring coping effectiveness, although they measured other factors as well that were not a part of our original construct.

It is interesting to note that in Peck's Sentence Completion instrument's measures of "stance" and "engagement", children chose most often a bipolar response mode, i.e., avoidance or immediate engagement/confrontation rather than a delayed response.

On measures of affect, our children rarely displayed positive affect.

All of these descriptive measures require further analysis, both to make certain that similar instruments are testing analogous constructs and to ascertain the effects of language of response on choices of coping strategies.

One interesting problem in interpreting active vs. passive coping strategies emerged from the case studies. Given the propensity of Hispanic girls in our sample to employ charm in social situations, both for its decorative and manipulative effects, how is one to categorize charm? Is it being used as an active or passive strategy, especially since the charmer often successfully elicits aid from other people? To further complicate the interpretation, is charm "active passive" or "passive active" coping?

# CHAPTER 6

# HYPOTHESES ON THE DEVELOPMENT OF SOCIAL COMPETENCY SKILLS IN MULTICULTURAL ELEMENTARY SCHOOL-AGED CHILDREN OF HISPANIC BACKGROUND

## Basis for Selection of Hypotheses.

One of the major objectives of this exploratory research was to generate hypotheses that might be tested by subsequent research. Hypotheses were derived from three principal sources: the field experiences of the project's participant-observer as she interacted with the study's sample of 24 Hispanic children; the results of F tests that probed the significance of the association of demographic variables and assessment scores; and the results of the intercorrelations of 48 assessment scores.

All of the 96 hypotheses suggested in this chapter are based on empirical evidence generated by this project's research. In that sense, then, the hypotheses are not "blue sky" attempts to produce intriguing theory. They have their origin, instead, in actual behavior patterns of multicultural children. Some hypotheses are based on quite a bit of evidence; in a very few cases, an hypothesis is based on just one child's experience.

An indication of the main data base of each hypothesis appears in parenthesis at the end of each statement. Where the ethnographer's field notes provided the pattern on which the hypothesis is based, the letter "E" appears. (This data base is presented in this research report principally in Chapter 4, and secondarily in Appendix A.) Where the hypothesis was suggested by an examination of the F values, "F" appears at the end of the statement. (This data base appears mainly in Chapter 3.) In those cases where the hypothesis was generated as a result of an analysis of intercorrelation matrices, the letter "R" appears. (This data base is presently mainly in Chapter 5.)

The hypotheses are stated in terms that accurately reflect this study's research findings. (The one exception to this is hypothesis No. 20, where our research contradicted the hypothesis.)

Before any of these hypotheses are accepted as "fact", of course, they need to be probed in controlled studies with other samples. Some of the hypotheses underline conventional wisdom, some contradict the wisdom of the day, while still others have not, to our knowledge, been advanced before.

## PROJECT-GENERATED HYPOTHESES

NOTE: These hypotheses are not meant to be generalized beyond children of Hispanic background, aged 6-12, who are residing in the U.S. To avoid cumbersome sentence structures, children of this description will be referred to in the hypotheses as "Hispanic."

HOME:

1. The demographic variables most associated with assessments of the social competency of Hispanic children are those variables that relate directly to the culture and language of the child's home, rather than to variables relating to peer or school life. (F)

2. Hispanic children residing in a solely Spanish-speaking home develop more intercultural adaptation skills than do similar children whose home language is English. (R)

3. The country of birth of Hispanic children is less predictive of home language, grade point average, and self-esteem, than is the birthplace of their parents. (F)

4. U.S.-born children of Hispanic background have more difficulty coping with anxiety than do similar children born in Latin America. (F)

5. Ratings by Hispanic parents of their childrens' social competency are infrequently influenced by the

demographic variables of age and sex. (F)

6. Ratings by Hispanic parents of the school performance of their children do not agree with teacher ratings of their childrens' school performance. (R)

STREET:

7. The more favorable the neighborhood or city-centered impressions of the dominant cultural group toward the subordinant/minority group, and the more positive their history of interaction with the subordinant group, the greater the acceleration of multiculturalism among Hispanic background children. (E)

8. An environment that allows a child to selectively choose multiple identities maximizes the development of multicultural social competency. (E)

9. Hispanic children learn functional street behavior from peers; it is not taught by parents or teachers. (E)

10. Peer relations with male Hispanic children who are residing in a Black neighborhood require culturally-conditioned expressive body language (in addition to the high verbal skills common to both Black and Hispanic cultures) that has to be acquired by Hispanic children outside the home. (E)

11. Male Hispanic children tend to develop verbal styles that contrast with the styles needed to interact effectively in Black neighborhoods. (For example, Black male

peers tend to value persuasive speech, while Hispanic background males tend to value conclusive statements of faith that are based on external authority.) (E)

12. Learning to confine street-normed behavior to appropriate behavioral domains (and, conversely, refraining from inappropriately extending this behavior to home or school settings), is one of the most difficult skills that children of Hispanic background experience in achieving high performance levels in all three settings (street, home, school), especially for boys. (E)

13. A high level of adaptation to street (i.e., peer) norms can reduce the perceived need to behave adaptively to other environments, thereby reducing the chances of Hispanic children to function effectively in multiple situations. (E)

14. First-born siblings of Hispanic background experience difficulty developing peer-normed "street" competence if they are exercising the responsibilities and enjoying the privileges of "surrogate" or "assistant" parent status at home, an adult-normed behavior pattern. (E)

15. The acquisition of knowledge of U.S. cultural patterns by children of Hispanic background is associated more with length of residence in the U.S. than with any other demographic, dispositional or attitudinal variable. ((E)

16. Length of residence in the U.S. is linearly associated with knowledge skills (e.g., English fluency,

academic [non-social] achievement), but non-linearly associated with attitudinal dispositions such as self-esteem. (R)

SCHOOL:

17. Hispanic students that teachers perceive to be the best behaved tend to come from homes that speak predominantly Spanish. (R)

18. Hispanic students who are perceived by their teachers to be doing well in mathematics and science, and who are responding well to a "discovery approach", tend to be born in the U.S. and to use solely English with peers. (R)

19. Male Hispanic students who score high in "field independent" characteristics, and female Hispanic students who score high in "field sensitive" characteristics, tend to be regarded by their teachers as having a closer "instructional relationship" to the teacher, compared to field independent female students or field sensitive male students. (F)

20. Once Hispanic students develop skills in English they do well in school settings, both behaviorally and academically. (This hypothesis was suggested to the researchers by several of the monolingual English-speaking day school teachers. We probed this hypothesis by correlating several measures of English fluency with several measures of academic achievement [grade point average, achievement test scores for mathematics and English reading] and several

measures of school behavior [teacher, parent, and self evaluations]. None of the correlations were statistically significant. Still, we feel the hypothesis to be worthy of further testing.)

21. Teacher ratings of the home performance of Hispanic students are significantly associated with teacher perceptions of the students' fluency in oral Spanish. (R)

22. Teacher perceptions of the English language fluency of Hispanic students who speak with an accent are affected by the emotional tone of the message; the more negative the message the lesser the English fluency is perceived to be. (E)

23. Adaptation to school norms by Hispanic students is substantially enhanced by teachers who have established a personal relationship with the student's parents. (And the real or implied threat to "tell your parents" is a powerful modifier of the children in this sample.) (E)

24. Black/Anglo classrooms tend to require more motor and verbal docility in students, compared to classrooms taught by Hispanic teachers where more student expressiveness tends to be tolerated. (E)

25. Hispanic boys tend to have greater difficulty relating to women in roles of authority than do Black and Anglo children. (E)

26. When children move from an Hispanic authoritarian home ambiance to an Anglo/Black authoritarian school environment, the children perceive fewer cultural differences

than when one of the two environments is egalitarian. (E)

27. Perception of appropriate role-related behavior, and the production of correspondingly appropriate behavioral patterns, is more difficult initially in Hispanic children faced with affective, egalitarian teachers. (E)

28. Hispanic female children, beginning with about third grade, suffer confusion because of the contrastive valuing of the traditional Hispanic female domestic role and the career orientation of U.S. schools. (E)

29. Non-U.S.-born male children, beginning with about third grade, tend to apply themselves more diligently than their female cohorts to academic work for the first several years of enrollment in U.S. schools. (E)

30. Hispanic male students who have teachers enculturated to U.S. stereotypes leading one to expect greater academic achievement from female students experience particular difficulty maintaining cooperative interaction in a school setting. (E)

31. School achievement (i.e., grade point average) in Hispanic students is associated more with high self-esteem than the students' current level of English fluency. (R)

32. Teacher grades for Hispanic students are based as much or more on student social skills in interacting with adults in authority than they are on academic achievement. (R)

33. Teacher assessments of the competency of Hispanic children tend to be influenced by demographic variables such

as sex, grade level, place of parental origin, and home language of the student. (F)

34. Teacher ratings of an Hispanic child's performance in school correlate significantly with grade point average but not with independent standard tests of academic achievement. (R)

35. Social competency assessments of regular day school teachers, while consistent among themselves, tend to differ markedly from the assessment of special-program teachers accustomed to educating Hispanic children. (R)

36. Self ratings of school success by Hispanic children correlate significantly with grade point average and the independent ratings of his/her teachers, but the self-rating does not correlate significantly with standard test scores measuring academic achievement. (R)

37. Teacher assessments of the school performance of Hispanic children are not significantly associated with parental assessments of the child's school success. (R)

38. In learning environments where monolingual teachers assess student skills, abilities in Spanish or skill in ethnic-related activities (e.g., cooking, dancing) go totally unrecognized. (They become "non-skills".) (R)

39. The in locus parentis role of the teacher facilitates the adaptation of Hispanic students to school life. (E)

40. Multicultural coping ability is enhanced by the presence of ethnically similar role models. (E)

41. The attributive respect often enjoyed by oldest Hispanic siblings through their important home role vis a vis younger siblings presents a difficulty when they are forced to acquire such respect from teachers and peers in an Anglo/Black school setting. (E)

## LANGUAGE USAGE

42. The stronger an Hispanic student is in both English and Spanish, the more multicultural social competence s(he) tends to develop. (R)

43. English language fluency is more associated with length of residence in the U.S. than it is with the variables of age, sex, or language spoken at home. (F)

44. Cognitive flexibility and complexity, and flexible interaction styles, are more highly associated with comprehension of the functionality of second-culture patterns than they are with levels of English fluency. (R)

45. Language ability and language loyalty do not necessarily correlate significantly in Hispanic students of high social competence, especially among students who are in the process of exerting tremendous effort to learn the second language. (R)

46. Willingness to use either the first or second

language is affected by sibling rivalry. (For example, where a child feels the one thing he/she can do better than the sibling is to speak one of the two languages.) (E)

47. Hispanic children who speak both English and Spanish with peers (not necessarily both languages to the same peers) are more attentive in interactions with strangers than are children who solely use one language with peers. (F)

## IDENTITY AND SELF-ESTEEM

48. Different aspects of an Hispanic child's self-system are not necessarily closely associated. (For example, an Hispanic child's sense of ethnic identity does not correlate significantly with his/her sense of self-esteem.) (R)

49. When there is a good deal of common ground among an Hispanic child's situational domains, the child tends to develop a repertoire of behavior characterized by an integrated "self-for-all-seasons" that transcends role delineations. (E)

50. Self-esteem, as traditionally measured with the emphasis on an absence of problems in all behavioral domains, is not as important to effective social coping in varying cultural contexts as is a child's willingness and ability to deal with problems. (E)

51. In a "no-favoritism" classroom, Hispanic students tend to experience a diminution of his/her sense of uniqueness that has been nourished at home through a series of extended

role relationships such as padrinos, ahijados, primos, etc. (E)

52. Anomie and marginality in one's first culture tend to increase adaptive behavior for second-culture learning. (E)

53. A high sense of ethno-linguistic identification is not significantly associated with high social competency. (R)

54. Hispanic children identifying themselves least frequently in terms of racial, ethnic, and linguistic backgrounds reside in culturally plural cosmopolitan neighborhoods. (R)

55. Recent Hispanic immigrants and children who immigrate at an older age tend to be the most likely to identify themselves spontaneously in terms of their ethno-linguistic background. (E)

56. Hispanic childrens' self-identification with the ethnic culture depends more on quality of contact (i.e., whether the impressions are favorable) with the ethnic culture than with the frequency of contact. (E)

57. Hispanic children who are negative about their cultural heritage tend to have an unsatisfactory relationship with their same-sex parent. (E)

58. The degree of clarity of first memories is positively associated with a high sense of self. (E)

59. The existence of multilingual and multicultural role-models in the Hispanic child's environment increases the child's level of multicultural social competency. (E)

60. Whether multilingual and multicultural Hispanic

children reveal their multiple linguistic and cultural identities depends on how positively they perceive that this information will be received by their immediate social environment. (E)

61. Multiculturally socially competent Hispanic children exhibit a variety of cultural identities, ranging from "I don't think about it," first-culture or second-culture identification, identities that change according to the situation, to an integrated identity that includes multiple heritages. (R)

62. Hispanic children that possess a firm sense of their own personal history (i.e., a sense of their own continuity through time) have an effective self-system and exhibit highly developed social competency skills. (R)

63. While an Hispanic child is most intensely learning English as a second language s(he) may temporarily assume non-Hispanic identifications that are functional to the process of biculturation but which do not necessarily imply a negative valuation of Hispanic identifications. (E)

64. The facility with which an Hispanic child is able to code switch is not significantly associated with the ethnolinguistic identifications adopted by the child. (One can be a native speaker of Spanish who regards him- or herself as "an American" who speaks Spanish, or as a native Guatemalan who also speaks English.) (E)

65. Hispanic students who present themselves in different worlds, as evidenced by students with both English-speaking and Spanish-speaking peers, develop a broader

knowledge of their family history than do students who associate principally with peers who collectively speak but one language. (F)

66. Hispanic students with positive attitudes toward speaking both English and Spanish have higher self-esteems than do similar children who have a positive attitude toward but one (or neither) language. (R)

67. The extent to which Hispanic students feel "different" depends, in order of importance, on the number of Hispanic children in their classroom(s), on the number of Hispanic students enrolled in their school, and on the number of distinct ethnic groups in the neighborhood. (E)

## THEORETICAL CONSTRUCTS

68. Hispanic children who behave empathically in daily life are not usually able to verbally express empathic ability. The ability to express empathy verbally emerges according to the following developmental sequence: The ability to describe...

(1) physical objects of interest in the environment;
(2) oneself physically;
(3) another person physically;
(4) one's own feelings;
(5) another's feelings.

(This last stage of development generally does not occur before adolescence.) (E)

69. Empathy in Hispanic children is associated with richness and quality of response to interpersonal interactions. (R)

70. Socially competent Hispanic children not only behave empatically but maintain as well their own locus of control. (While recognizing "the other", they are not overwhelmed by "the other's" point of view.) (E)

71. Hispanic childrens' skill in effectively using coping behaviors that are usually considered as defense mechanisms but are employed in a positive way diminishes as the student's grade level increases. (Peck calls this coping activity "defensive coping.") (F)

72. Since elementary school children are in the process of a major cultural adaptation to school norms, a psychological set develops which not only aids adaptation to this new setting (school) but also facilitates the acquisition of multicultural competency skills in general. (E)

73. Field sensitivity correlates more highly than field independence with other measures of coping ability. (R)

74. Hispanic children who score high in field sensitive behaviors tend to score high in flexible interaction and empathy. (R)

75. Hispanic students who score high in field independent characteristics tend to speak solely Spanish at home. (F)

76. Hispanic children with high field sensitive

characteristics occur more frequently among children whose parents were born in the U.S. than among children whose parents were born in Latin America. (F)

77. Behavioral ratings of field independence (e.g., Ramirez and Castaneda's rating form) do not correlate significantly with perceptual ratings of field independence (e.g., Karp and Konstadt's test). (Perceptual ratings of field independence correlate significantly with a student's sense of history, while behavioral ratings of field independence correlate significantly with richness of verbal response.) (R)

78. Accurate assessments of different behavioral domains (e.g., home, street, school) are limited to "insider" ratings. (Assessments of the performance of Hispanic children that are done by raters without direct participant-observer status in a given behavioral domain are not shared by raters who do not have such direct experience.) (R)

79. Teacher, parent, and self-ratings tend to be internally consistent but inconsistent across rater type. (For example, teacher ratings are consistent with other teacher ratings but are not consistent with parent ratings.) (R)

80. An Hispanic child's ability to cope with authority is not significantly related to total coping effectiveness (as measured by Peck's Sentence Completion instrument), although it is associated significantly with skill in coping with anxiety and agression. (This suggests that coping effectiveness is composed of two main elements: (1) ability to cope with

authority, anxiety, and agression, and (2) effectiveness in interpersonal relations and task achievement.) (R)

81. The ability of Hispanic children to cope with authority develops non-linearly in a U-curve. (F)

82. The higher the grade level, the more active the coping strategy deployed, and that this is more a function of length of time in the U.S. than it is of the age of the child. (F)

83. Flexible interaction style is more associated with social class background than it is with national origin. (F)

84. Hispanic children who are inappropriately agressive tend to have unsatisfactory relationships with their same-sex parent. (E)

85. The density of culturally different children in a given environment tends to be non-linearly associated with ease with which Hispanic children adapt to multiple cultural settings. (E)

86. Positive attitudes toward both home and school are more characteristic of younger rather than older Hispanic children. (F)

87. First or last siblings tend to do better in standard reading achievement tests than siblings with other rank orders. (F)

88.. Female Hispanic children tend to become more skillful in interpersonal relations than male students. (F)

89. Female Hispanic students tend to score as high or

higher in both active and passive styles of coping as do male students. (F)

90. Male Hispanic children, rather than females, tend to exhibit well-developed "story lines" (e.g., life as an adventure; life as a problem to be solved; life as a novel rich in interpersonal relationships) for their own personal dramas in role playing exercises. (E)

91. Hispanic children living in the U.S. experience difficulty in identifying role models. (R)

92. Multicultural social competency development in Hispanic children is facilitated when at least one of the child's environments is characterized by a warm acceptance of the child--however s(he) may be feeling or acting. (E)

93. Hispanic children who have a chance to process all experience--both positive and negative--with an important other develop higher social competency skills. (Close interpersonal relationships can also help mediate the demands of new roles.) (E)

94. The three social skills most associated with multicultural social competency are the abilities to initiate social interactions (e.g., making a friend the first day of school), stand up for one's own rights (e.g., fighting if necessary), and negotiate rules (e.g., being flexible, apologizing if necessary). (E)

95. In highly contrastive situations, the effectively functioning Hispanic child develops a repertoire of behaviors

characterized by being appropriate displayed, coordinated, and flexible. (E)

96. Hispanic children who feel comfortable in one or more traditional Hispanic home roles (e.g., eldest child, Don Juan Tenorio, macho; charmer, coqueta, mimada, "fiery gypsy") tend to manage street and school situations less flexibly than children for whom these roles are not as comfortable a fit. (E)

ADDITIONAL HYPOTHESES:

Research data on social competency development in multicultural children are so varied and complex that many theoretically interesting hypotheses can be tested in addition to the 96 just listed. As an aid to the identification of suitable hypotheses for testing we have derived from the project theoretical constructs (see Chapter 1) four categories of variables which form the component parts of a model to generate hypotheses. This model allows one to contrast different combinations of variables. It generates 590 hypotheses. More hypotheses can be generated simply by increasing the list of variables within one or more of the four categories. Table 12 graphically presents the model. This model produces five types of hypotheses:

Type I Hypotheses (75 possible different paired-variable hypotheses). The first type of hypothesis deals with the relationship between demographic variables (list "A" in Table 12) and the disposition of actors variables (list "C" in Table 12).

Type II Hypotheses (75 possible hypotheses). The second type of hypothesis deals with the relationship between demographic variables (list "A" in Table 12) and the knowledge/attitude variables (list "D" in Table 12).

Type III Hypotheses (375 possible hypotheses). The third type of hypothesis deals with the relationship among demographic variables (list "A" in Table 12), disposition of actors variables (list "C" in Table 12), and knowledge/attitude variables (list "D" in Table 12).

Type IV Hypotheses (20 possible hypotheses). The fourth type of hypothesis deals with the relationship between locus of assessment variables (list "B" in Table 12) and disposition of actors varibles (list "C" in Table 12).

Type V Hypotheses (25 possible hypotheses). The fifth type of hypothesis deals with the relationship between disposition of actors variables (list "C" in Table 12) and knowledge/attitudes variables (list "D) in Table 12).

These five types of hypothese yield a minimum of 570 different hypotheses. An additional 20 hypotheses can be generated from a sixth type of hypotheses.

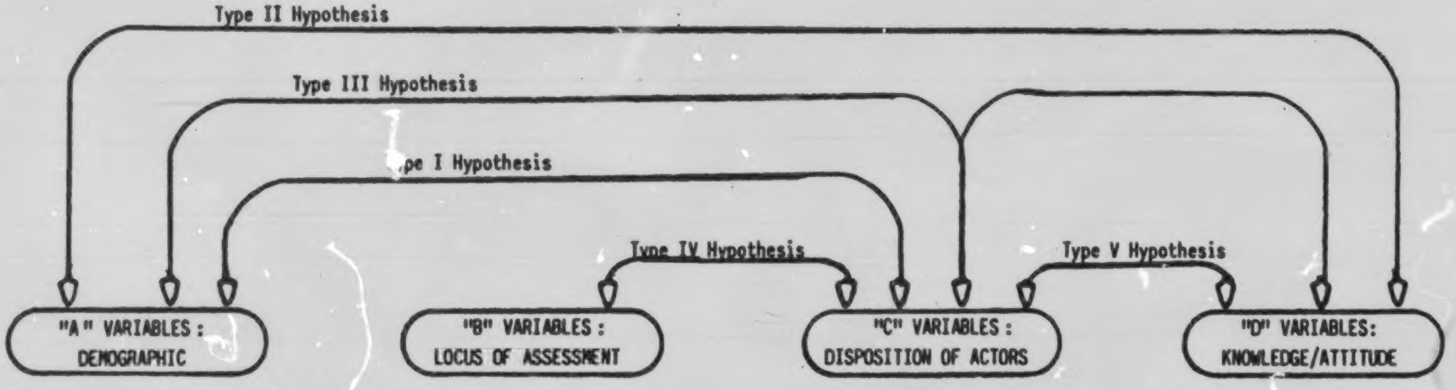
Type VI Hypotheses (20 possible hypotheses). Hypotheses in this group involve questions concerning the reliability and effectiveness of the measuring items and instruments. These hypotheses also involve judging the match between the theoretical and obtained dimensions of these instruments. The following two hypotheses illustrate this type:

(1) All measures of the disposition of actors (elementary school-aged multicultural Hispanic children) reach generally acceptable levels of reliability.

2. The theoretical constructs measured by all project instruments approximate the obtained dimensions of the sample of elementary school-aged multicultural Hispanic children.

## TABLE 12

## MODEL FOR DERIVING HYPOTHESES ON MULTICULTURAL SOCIAL COMPETENCY DEVELOPMENT


Type II Hypothesis
Type III Hypothesis
Type I Hypothesis
Type IV Hypothesis
Type V Hypothesis
"A" VARIABLES: DEMOGRAPHIC
"B" VARIABLES: LOCUS OF ASSESSMENT
"C" VARIABLES: DISPOSITION OF ACTORS
"D" VARIABLES: KNOWLEDGE/ATTITUDE

1. sex
2. year of birth
3. grade in school
4. school attending
5. same-ethnic density in student's classroom
6. number of months in the U.S.
7. country of mother's origin
8. country of father's origin
9. country of student's birth
10. number of siblings
11. rank sibling order of student
12. language(s) spoken at home
13. language(s) spoken with peers
14. language(s) spoken in school
15. social class of parents
    etc., etc.

1. parent
2. peer
3. teacher
4. researcher

1. self-system
2. cognitive style
3. cognitive flexibility and complexity
4. flexible interaction
5. coping style

1. knowledge of second-culture patterns
2. comprehension of functionality of second-culture patterns
3. attitudes toward home, peers, school
4. language fluency (English and Spanish)
5. grade point average

# APPENDICES

# SOCIAL COMPETENCY DEVELOPMENT IN MULTICULTURAL CHILDREN, AGED 6-13:

## FINAL REPORT

(NIE Contract No. 400-80-0003)

International Resource Development, Inc.

March 21, 1981

UD 021 676

UD021676

# APPENDIX

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# APPENDIX A:

## INDIVIDUAL CHILD DATA CHARTS

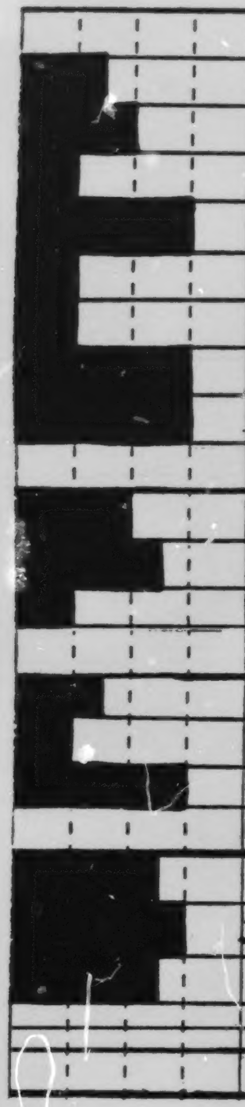
All assessment scores available for each child are listed in the following charts (pages 2-145). The data for each child appears on six pages, each organized to follow generally the major elements of the theoretical constructs employed by this study (see Chapter 1 of the Final Report).

To highlight differences in the multiple measures of various elements that were hypothesized to contribute to social competency development, raw scores were converted into high/medium/low scores and then represented graphically to aid the researchers in recognizing response patterns. The conversion tables used in this graphic portrayal are contained in pages 146-158 following the data charts.

SITUATIONS O1

|  |  |  |  |
|---|---|---|---|
| (2)<br>9999 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 |  |  |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 |  |  |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL HOME |  |  |
| (4)<br>9999 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59)<br>New 3 | standard | Street |
| 1.33 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) |  |  |
| 9999 | IRD Parent Interview (Card 10-#'s 25)<br>VP3 |  |  |
| 400 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 |  |  |
| 2 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL STREET |  |  |
| (2)<br>9999 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 2.5 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) |  |  |
| 9999 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 |  |  |
| 2200 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 |  |  |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
| 1.7 | Teacher Grades<br>GPA | other |  |
| 57%<br>68% | Achievement Tests (PRT/PHT) |  |  |
|  | TOTAL SCHOOL |  |  |
| 10 | IRD Taped Student Interview (#'s. Quality of attention, social competency exhibited-low, med., high) | open | Taped Student Interview |
|  | COMPOSITE SITUATIONS |  |  |

**DISPOSITIONS** 01



| | | | |
|---|---|---|---|
| [illegible] | Coopersmith's Self-Esteem Inventory VT 198 | standard | Self-System |
| 300 | Coopersmith's Behavior Rating Form M1 | | |
| 2 | Who Am I (Content-sense of self) | open | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | |
| 3 | Identity (from IRD Taped Interview) | | |
| 0 | History (from IRD Taped Interview) | | |
| 0 | Model (from IRD Taped Interview) | | |
| 2 | Contact (from IRD Taped Interview) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 1.33 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 400 | Ruben's Flexible Interaction Style Empathy X57 | standard | |
| 1 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 1.33 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 1 | Who Am I (Richness) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 17 | Children's Embedded Figures Test (Field Independence) VT 51 | standard | Cognitive Style |
| 327 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| 400 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent | | |
| | - Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

C1

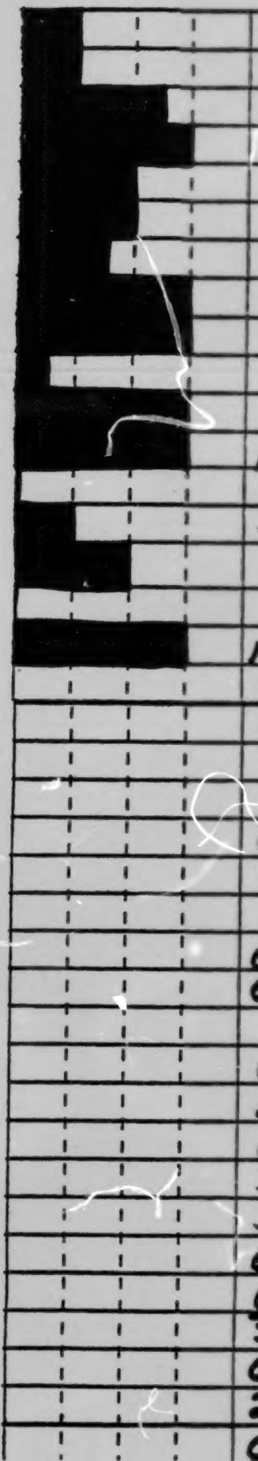
| | | | | |
|---|---|---|---|---|
| [illegible] | Spanish Oral x4 | standard | | Language |
| 100 | Spanish Written x5 | | | |
| 2.17 | ~~Spanish Reading~~ ENGLISH FLUENCY – IRD INTERVIEW | | | |
| 500 | English Oral x1 | | | |
| [illegible] | English Written x2 | | | |
| — | English Reading x3 | | | |
| | TOTAL LANGUAGE | | | |
| 300 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 300 | Interaction Posture x55 | | | |
| 200 | Orientation to Knowledge x56 | | | |
| 400 | Empathy x57 | | | |
| 100 | Role Behavior - Task Roles x58 | | | |
| 200 | - Relational Roles x59 | | | |
| 200 | - Individualistic Roles x60 | | | |
| 300 | Interaction Management x61 | | | |
| 300 | New Situations x62 | | | |
| 256 | Total Intercultural Adaptation Scale m13 | | | |
| 1 | IRD Taped Student Interview (Quality of attention) | open | | |
| 1 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 3.2 | Self ~~[illegible]~~ NT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 4.27 | Peer | | | |
| 3.00 | Teacher | | | |
| 3.44 | Total Peck's Behavior Rating Scale | | | |
| 7 | Peck's Social Attitudes Inventory Total Coping ~~[illegible]~~ VT/38 | | | |
| 1.95 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 4.00 | Authority Mean | | | |
| 1.20 | Interpersonal Relationship Mean | | | |
| 2.00 | Aggression | | | |
| 3.00 | Task Achievement Mean | | | |
| 1.60 | Anxiety Mean | | | |
| 1 | Field Notes (Coping Effectiveness) ETHNGT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

**DESCRIPTIONS 01**

Coping Style

Sentence Completion

01



| | |
|---|---|
| 4 | Total Active Coping Factor VT 132 |
| 3 | Total Passive Coping Factor VT 133 |
| 3 | Total Active Defensive Factor VT 134 |
| 5 | Total Passive Defensive Factor VT 135 |
| 7 | Total Active VT 136 |
| 8 | Total Passive VT 137 |
| 7 | Total Coping VT 138 |
| 8 | Total Defensive VT 139 |
| 9 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 9 | 3. Immediate confrontation |
| 14 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 5 | 3. Immediate engagement |
| 6 | Total Affect - 1. Hostile |
| 0 | 2. Anxious |
| 13 | 3. Neutral |
| 0 | 4. Positive |
| 0 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 0 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 1 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 5 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 0 | 3. Immediate engagement |
| 3 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |

| | | | | | |
|---|---|---|---|---|---|
| | | | | 3 | Aggression - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate engagement |
| | | | | 2 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 1 | Task Achievement - Stance - 1. Avoid |
| | | | | 1 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 1 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 4 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 1 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 4 | 3. Neutral |
| | | | | 0 | 4. Positive |

10

/M

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 0 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| | | | | 0 | 2: Control Interno Activo VS 22 | |
| | | | | 0 | 3: Cautela Pasiva VS 27 | |
| | | | | 0 | 4: Independencia VS 32 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | | | | 1 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - Eng. |
| | | | | 3 | 2: Active Internal Control VS 55 | |
| | | | | 0 | 3: Passive Caution VS 60 | |
| | | | | 2 | 4: Independence VS 65 | |
| [redacted] | [redacted] | | | 4 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | | | | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | | | | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | | | | 0 | 3: Activismo de Logro VS 129 | |
| | | | | 0 | 4: Activismo Orgulloso VS 130 | |
| | | | | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | | | | 0 | 6: Activismo Audaz VS 132 | |
| | | | | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | | | | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | | | | 0 | 9: Activismo Competitivo VS 135 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | | | | 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | | | | 0 | 2: Self vs. Other Initiation VE 98 | |
| | | | | 0 | 3: Self vs. Other Solver VE 99 | |
| | | | | 0 | 4: Self vs. Joint Implementation VE 100 | |
| | | | | 0 | 5: Instrumental vs. Fantasy VE 101 | |
| | | | | 0 | 6: Independence vs. Obedience VE 102 | |
| | | | | 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | | | | 0 | 8: Earned vs. Bestowed VE 104 | |
| | | | | 0 | 9: State of Reality VE 105 | |
| | | | | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | | | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | | | | Pattern of Language Use - Home < Sp. Eng. | Pattern of Language Use |
| | | | | | - Street < Sp. Eng. | |
| | | | | | - School < Sp. Eng. | |

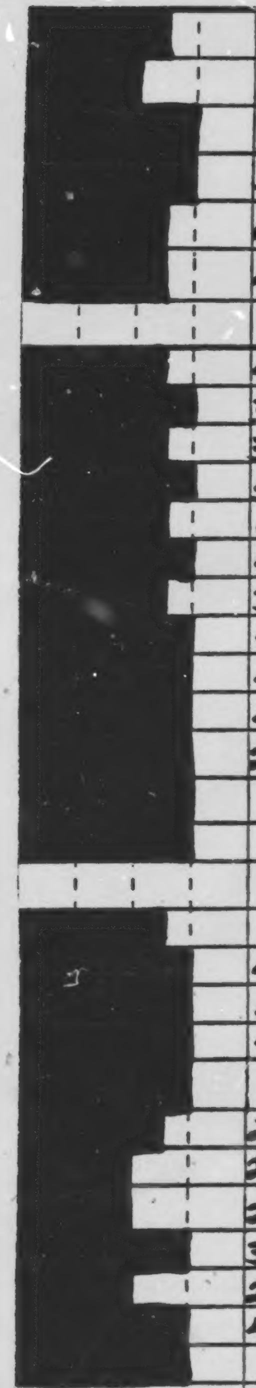
Views of Life/Filosofia de la Vida

10

| | | | |
|---|---|---|---|
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | SITUATIONS 02<br>Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 467 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 458 | Peck's Behavior Rating Scale (Card 6-#'s 38-47,Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 3 | IRD Parent Interview (Card 10-#'25)<br>VP3 | | |
| 500 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 457 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3817 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 3.9 | Teacher Grades<br>GPA | other | |
| 96%<br>82% | Achievement Tests (CRT/NRT) | | |
| | TOTAL SCHOOL | | |
| 2.91 | IRD Taped Student Interview (#4. Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

| | | | |
|---|---|---|---|
| 49 | Coopersmith's Self-Esteem Inventory VT 198 | standard | DISPOSITIONS 02<br>Self-System |
| 403 | Coopersmith's Behavior Rating Form M1 | | |
| 3 | Who Am I (Content-sense of self) | open | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | |
| 3 | Identity (from IRD Taped Interview) | | |
| 1 | History (from IRD Taped Interview) | | |
| 0 | Model (from IRD Taped Interview) | | |
| 1 | Contact (from IRD Taped Interview) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 3 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 500 | Ruben's Flexible Interaction Style Empathy X57 | standard | |
| 3 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 3 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 3 | Who Am I (Richness) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 11 | Children's Embedded Figures Test (Field Independence) VT 51 | standard | Cognitive Style |
| 312 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| 473 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

BEHAVIORS 02



|  |  |  |  |  |
|---|---|---|---|---|
| 450 | Spanish Oral<br>X4 | standard |  | Language |
| 250 | Spanish Written<br>X5 |  |  |  |
| 3 | ~~Spanish Reading~~<br>ENGLISH FLUENCY – IRD INTERVIEW |  |  |  |
| 500 | English Oral<br>X1 |  |  |  |
| 400 | English Written<br>X2 |  |  |  |
| 4.0 | English Reading<br>X3 |  |  |  |
|  | TOTAL LANGUAGE |  |  |  |
| 433 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 367 | Interaction Posture X55 |  |  |  |
| 367 | Orientation to Knowledge X56 |  |  |  |
| 500 | Empathy X57 |  |  |  |
| 400 | Role Behavior - Task Roles X58 |  |  |  |
| 433 | - Relational Roles X59 |  |  |  |
| 333 | - Individualistic Roles X60 |  |  |  |
| 4.33 | Interaction Management X61 |  |  |  |
| 467 | New Situations X62 |  |  |  |
| 415 | Total Intercultural Adaptation Scale M13 |  |  |  |
| 2.33 | IRD Taped Student Interview (Quality of attention) | open |  |  |
| 3 | IRD Taped Student Interview (Type of response) |  |  |  |
| 3 | Field Notes | ethnographic |  |  |
|  | TOTAL FLEXIBLE INTERACTION STYLE |  |  |  |
| 47 | Self ~~V25~~ NVT23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 425 | Peer |  |  |  |
| 415 | Teacher |  |  |  |
| 436 | Total Peck's Behavior Rating Scale |  |  |  |
| 14 | Peck's Social Attitudes Inventory Total Coping ~~V138~~ VT138 |  |  |  |
| 2.90 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion |  |
| 2.00 | Authority Mean |  |  |  |
| 2.40 | Interpersonal Relationship Mean |  |  |  |
| 3.00 | Aggression |  |  |  |
| 275 | Task Achievement Mean |  |  |  |
| 4.00 | Anxiety Mean |  |  |  |
| 6 | Field Notes (Coping Effectiveness) ETHNRT | ethnographic |  |  |
|  | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) |  |  |  |
|  | COMPOSITE BEHAVIORS |  |  |  |

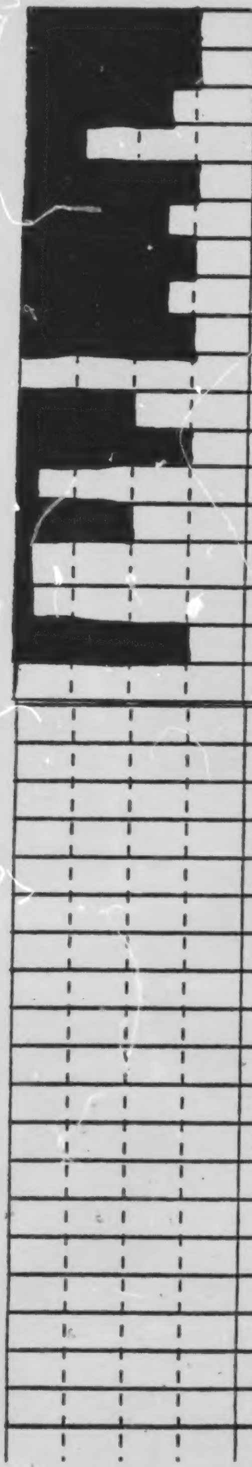
# DESCRIPTIONS 02

Coping Style

[illegible]'s Social Attitude Inventory

Preck's Sentence Completion

02



| | |
|---|---|
| 7 | Total Active Coping Factor VT 132 |
| 7 | Total Passive Coping Factor VT 133 |
| 3 | Total Active Defensive Factor VT 134 |
| 2 | Total Passive Defensive Factor VT 135 |
| 10 | Total Active VT 136 |
| 9 | Total Passive VT 137 |
| 14 | Total Coping VT 138 |
| 5 | Total Defensive VT 139 |
| 12 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 9 | 3. Immendiate confrontation |
| 12 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 8 | 3. Immediate engagement |
| 1 | Total Affect - 1. Hostile |
| 2 | 2. Anxious |
| 18 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 4 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 4 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 2 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |

| | |
|---|---|
| 4 | Aggression - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 4 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 5 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Task Achievement - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |
| 0 | Anxiety - Stance - 1. Avoid |
| 0 | 2. Delay |
| 4 | 3. Immediate confrontation |
| 0 | Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

20

Views of Life/Filosofia de la Vida 02

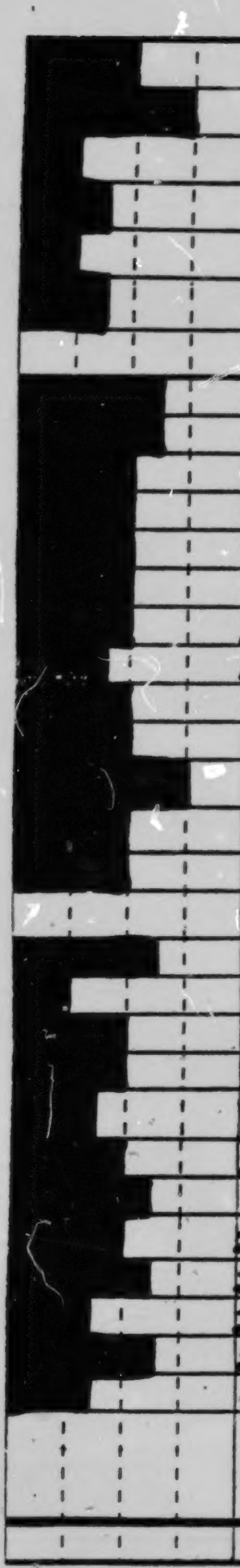
| | | |
|---|---|---|
| Diaz-Guerrero Short Form - Sp. | 1: Autoafirmacion Activa vs. Obediencia Affiliativa VS 10 | 3 |
| | 2: Control Interno Activo VS 22 | 3 |
| | 3: Cautela Pasiva VS 27 | 0 |
| | 4: Independencia VS 32 | 2 |
| | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | 13 |
| Diaz-Guerrero Short Form - En. | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | 3 |
| | 2: Active Internal Control VS 55 | 3 |
| | 3: Passive Caution VS 60 | 0 |
| | 4: Independence VS 65 | 0 |
| | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | 11 |
| Diaz-Guerrero Long Form - Sp. | 1: Activismo Autonomo VS 127 | 0 |
| | 2: Activismo Auto-Fundado VS 128 | 0 |
| | 3: Activismo de Logro VS 129 | 0 |
| | 4: Activismo Orgulloso VS 130 | 0 |
| | 5: Activismo Auto-Confiado VS 131 | 0 |
| | 6: Activismo Audaz VS 132 | 0 |
| | 7: Activismo de Logro Desafilado VS 133 | 0 |
| | 8: Activismo de Esfuerzo VS 134 | 0 |
| | 9: Activismo Competitivo VS 135 | 0 |
| | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | 0 |
| Peck's Views of Life Inventory - Eng. | 1: Confrontation vs. Avoidance VE 97 | 0 |
| | 2: Self vs. Other Initiation VE 98 | 0 |
| | 3: Self vs. Other Solver VE 99 | 0 |
| | 4: Self vs. Joint Implementation VE 100 | 0 |
| | 5: Instrumental vs. Fantasy VE 101 | 0 |
| | 6: Independence vs. Obedience VE 102 | 0 |
| | 7: Intrinsic vs. Extrinsic VE 103 | 0 |
| | 8: Earned vs. Bestowed VE 104 | 0 |
| | 9: State of Reality VE 105 | 0 |
| | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | 0 |
| ethnographic | Compare ethnographic discussion of coping style in ethnographies | |

**Pattern of Language Use**

| | |
|---|---|
| Pattern of Language Use - Home | < Sp.<br>Eng. |
| - Street | < Sp.<br>Eng. |
| - School | < Sp.<br>Eng. |

| | | | SITUATIONS 03 |
|---|---|---|---|
| 4 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 425 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 475 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 3 | IRD Parent Interview (Card 10-# 25)<br>VP3 | | |
| 350 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| - | TOTAL STREET | | |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 462 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 35 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 2925 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| -0 | Teacher Grades.<br>GPA | other | |
| NA<br>NA | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 25 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

| | | | | |
|---|---|---|---|---|
| 35 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 03 |
| 36 | Coopersmith's Behavior Rating Form<br>M1 | | | |
| 1 | Who Am I (Content-sense of self) | open | | |
| 0 | Who Am I - Presence of cultural linguistic identifier | | | |
| 2 | Identity (from IRD Taped Interview) | | | |
| 1 | History (from IRD Taped Interview) | | | |
| 2 | Model (from IRD Taped Interview) | | | |
| 2 | Contact (from IRD Taped Interview) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL SELF-SYSTEM | | | |
| 1 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| 350 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL EMPATHIC ABILITY | | | |
| 1.33 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| 1 | Who Am I (Richness) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| 12 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style | |
| 295 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | | |
| 384 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | | |
| | COMPOSITE DISPOSITIONS | | | |



| | | | | |
|---|---|---|---|---|
| 367 | Spanish Oral x4 | standard | | Language |
| 300 | Spanish Written x5 | | | |
| ✓ | ~~Spanish Reading~~ ENGLISH FLUENCY - IRD INTERVIEW | | | |
| 200 | English Oral x1 | | | |
| 167 | English Written x2 | | | |
| 20 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 375 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 300 | Interaction Posture x55 | | | |
| 250 | Orientation to Knowledge x56 | | | |
| 350 | Empathy x57 | | | |
| 267 | Role Behavior - Task Roles x58 | | | |
| 267 | - Relational Roles x59 | | | |
| 275 | - Individualistic Roles x60 | | | |
| 2.50 | Interaction Management x61 | | | |
| 350 | New Situations x62 | | | |
| 298 | Total Intercultural Adaptation Scale m63 | | | |
| 3 | IRD Taped Student Interview (Quality of attention) | open | | |
| 2 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.4 | Self ~~[illegible]~~ ANT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 2.86 | Peer | | | |
| 3.19 | Teacher | | | |
| 3.48 | Total Peck's Behavior Rating Scale | | | |
| 6 | Peck's Social Attitudes Inventory Total Coping ~~[illegible]~~ VT138 | | | |
| 2.50 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 3.00 | Authority Mean | | | |
| 2.40 | Interpersonal Relationship Mean | | | |
| 2.00 | Aggression | | | |
| 2.40 | Task Achievement Mean | | | |
| 2.80 | Anxiety Mean | | | |
| 3 | Field Notes (Coping Effectiveness) ETHNRT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

BEHAVIORS

03

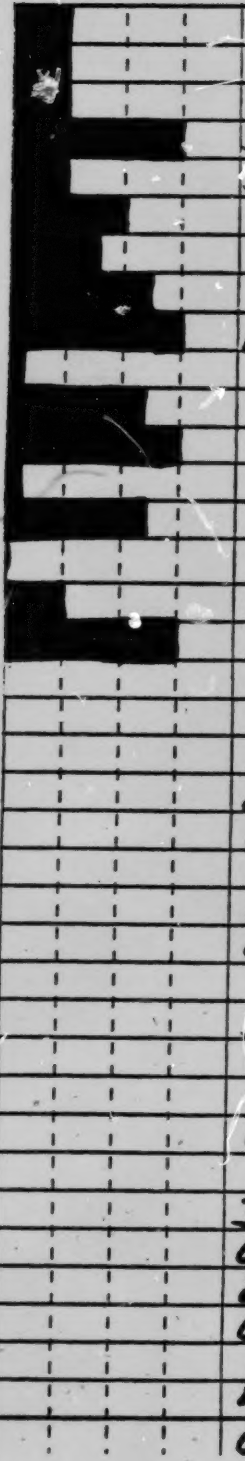
DESCRIPTIONS 03

Coping Style

[illegible] Social Attitudes Inventory

Sentence Completion

03



| | |
|---|---|
| 4 | Total Active Coping Factor VT 132 |
| 2 | Total Passive Coping Factor VT 133 |
| 1 | Total Active Defensive Factor VT 134 |
| 5 | Total Passive Defensive Factor VT 135 |
| 5 | Total Active VT 136 |
| 7 | Total Passive VT 137 |
| 6 | Total Coping VT 138 |
| 6 | Total Defensive VT 139 |
| 14 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 9 | 3. Immendiate confrontation |
| 14 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 9 | 3. Immediate engagement |
| 0 | Total Affect - 1. Hostile |
| 5 | 2. Anxious |
| 19 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Authority - Stance - 1. Avoid |
| 1 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 4 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  | 4 | Aggression - Stance - 1. Avoid |
|  |  |  | 0 | 2. Delay |
|  |  |  | 1 | 3. Immediate confrontation |
|  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  | 0 | 2. Delay |
|  |  |  | 1 | 3. Immediate engagement |
|  |  |  | 0 | Affect - 1. Hostile |
|  |  |  | 2 | 2. Anxious |
|  |  |  | 3 | 3. Neutral |
|  |  |  | 0 | 4. Positive |
|  |  |  | 3 | Task Achievement - Stance - 1. Avoid |
|  |  |  | 0 | 2. Delay |
|  |  |  | 2 | 3. Immediate confrontation |
|  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  | 0 | 2. Delay |
|  |  |  | 2 | 3. Immediate confrontation |
|  |  |  | 0 | Affect - 1. Hostile |
|  |  |  | 1 | 2. Anxious |
|  |  |  | 4 | 3. Neutral |
|  |  |  | 0 | 4. Positive |
|  |  |  | 2 | Anxiety - Stance - 1. Avoid |
|  |  |  | 0 | 2. Delay |
|  |  |  | 3 | 3. Immediate confrontation |
|  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  | 1 | 2. Delay |
|  |  |  | 2 | 3. Immediate confrontation |
|  |  |  | 0 | Affect - 1. Hostile |
|  |  |  | 0 | 2. Anxious |
|  |  |  | 5 | 3. Neutral |
|  |  |  | 0 | 4. Positive |

03

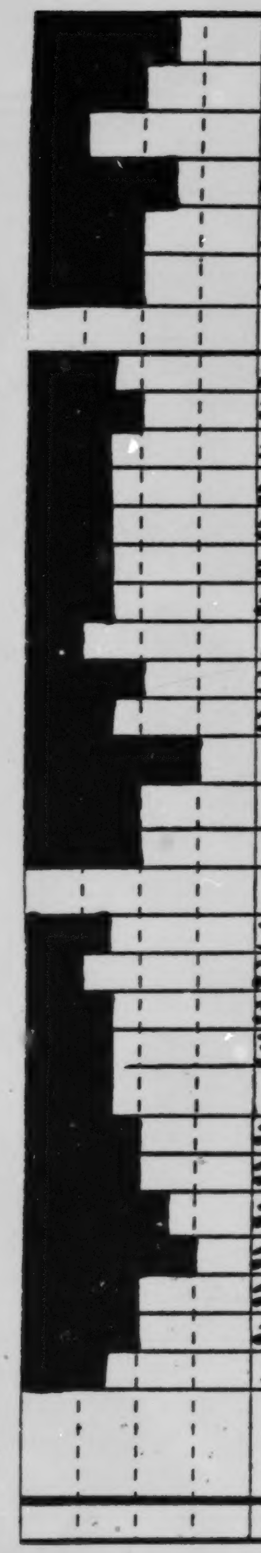
Views of Life/Filosofia de la Vida 09

|  |  |  |
|---|---|---|
| 7 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| 9 | 2: Control Interno Activo VS 22 |  |
| 0 | 3: Cautela Pasiva VS 27 |  |
| 2 | 4: Independencia VS 32 |  |
| 7 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M 20 |  |
| 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| 0 | 2: Active Internal Control VS 55 |  |
| 0 | 3: Passive Caution VS 60 |  |
| 0 | 4: Independence VS 65 |  |
| 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M 25 |  |
| 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| 0 | 2: Activismo Auto-Fundado VS 128 |  |
| 0 | 3: Activismo de Logro VS 129 |  |
| 0 | 4: Activismo Orgulloso VS 130 |  |
| 0 | 5: Activismo Auto-Confiado VS 131 |  |
| 0 | 6: Activismo Audaz VS 132 |  |
| 0 | 7: Activismo de Logro Desafilado VS 133 |  |
| 0 | 8: Activismo de Esfuerzo VS 134 |  |
| 0 | 9: Activismo Competitivo VS 135 |  |
| 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 |  |
| 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| 0 | 2: Self vs. Other Initiation VE 98 |  |
| 0 | 3: Self vs. Other Solver VE 99 |  |
| 0 | 4: Self vs. Joint Implementation VE 100 |  |
| 0 | 5: Instrumental vs. Fantasy VE 101 |  |
| 0 | 6: Independence vs. Obedience VE 102 |  |
| 0 | 7: Intrinsic vs. Extrinsic VE 103 |  |
| 0 | 8: Earned vs. Bestowed VE 104 |  |
| 0 | 9: State of Reality VE 105 |  |
| 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 |  |
|  | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
|  | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
|  | - Street < Sp. / Eng. |  |
|  | - School < Sp. / Eng. |  |

SITUATIONS 04

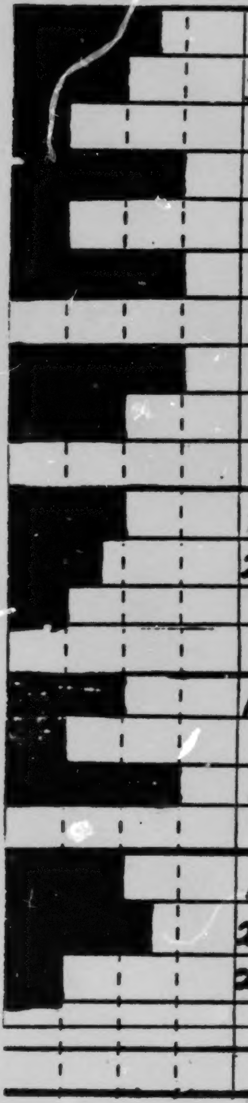
|  |  |  |  |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 11 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 |  |  |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 |  |  |
| 2 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL HOME |  |  |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 4.0 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) |  |  |
| 2 | IRD Parent Interview (Card 10-#'25)<br>VP3 |  |  |
| 350 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 |  |  |
| 2 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL STREET |  |  |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 3.0 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) |  |  |
| 3.0 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 |  |  |
| 999 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 |  |  |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
| 0 | Teacher Grades<br>GPA | other |  |
| NA<br>NA | Achievement Tests (CRT/NRT) |  |  |
|  | TOTAL SCHOOL |  |  |
| 2.5 | IRD Taped Student Interview (#4. Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
|  | COMPOSITE SITUATIONS |  |  |

BEHAVIORS 04



| | | | | |
|---|---|---|---|---|
| 450 | Spanish Oral X4 | standard | | Language |
| 200 | Spanish Written X5 | | | |
| 1.33 | ~~Spanish Reading~~ ENGLISH FLUENCY — IRD INTERVIEW | | | |
| 400 | English Oral X1 | | | |
| 350 | English Written X2 | | | |
| 3.5 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 250 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 250 | Interaction Posture X55 | | | |
| 200 | Orientation to Knowledge X56 | | | |
| 250 | Empathy X57 | | | |
| 250 | Role Behavior - Task Roles X58 | | | |
| 200 | - Relational Roles X59 | | | |
| 250 | - Individualistic Roles X60 | | | |
| 150 | Interaction Management X61 | | | |
| 350 | New Situations X62 | | | |
| 239 | Total Intercultural Adaptation Scale M13 | | | |
| 3 | IRD Taped Student Interview (Quality of attention) | open | | |
| 2 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 3.6 | Self ~~VT 23~~ NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 2.82 | Peer | | | |
| 2.72 | Teacher | | | |
| 3.04 | Total Peck's Behavior Rating Scale | | | |
| 7 | Peck's Social Attitudes Inventory Total Coping ~~VT 38~~ VT 38 | | | |
| 2.52 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 2.50 | Authority Mean | | | |
| 2.80 | Interpersonal Relationship Mean | | | |
| 2.60 | Aggression | | | |
| 2.60 | Task Achievement Mean | | | |
| 2.00 | Anxiety Mean | | | |
| 3 | Field Notes (Coping Effectiveners) ETHNRT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

DISPOSITIONS 04



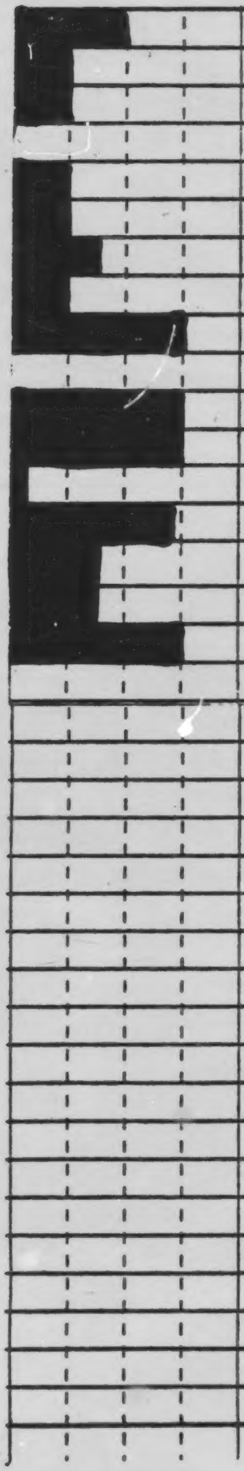
| | | | |
|---|---|---|---|
| 43 | Coopersmith's Self-Esteem Inventory VT 198 | standard | Self-System |
| 327 | Coopersmith's Behavior Rating Form #1 | | |
| 1 | Who Am I (Content-sense of self) | open | |
| 1 | Who Am I - Presence of cultural/linguistic identifier | | |
| 1 | Identity (from IRD Taped Interview) | | |
| 1 | History (from IRD Taped Interview) | | |
| 0 | Model (from IRD Taped Interview) | | |
| 2 | Contact (from IRD Taped Interview) | | |
| 2 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 1.67 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 250 | Ruben's Flexible Interaction Style Empathy X57 | standard | |
| 1 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 1.58 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 1 | Who Am I (Richness) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 14 | Children's Embedded Figures Test (Field Independence) VT 51 | standard | Cognitive Style |
| 295 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| 255 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

DESCRIPTIONS 04

Coping Style

[illegible] Social Attitudes Inventory

[illegible] Sentence Completion 04



| | |
|---|---|
| 5 | Total Active Coping Factor VT 132 |
| 2 | Total Passive Coping Factor VT 133 |
| 1 | Total Active Defensive Factor VT 134 |
| 0 | Total Passive Defensive Factor VT 135 |
| 6 | Total Active VT 136 |
| 2 | Total Passive VT 137 |
| 7 | Total Coping VT 138 |
| 1 | Total Defensive VT 139 |
| 12 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 11 | 3. Immendiate confrontation |
| 12 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 10 | 3. Immediate engagement |
| 4 | Total Affect - 1. Hostile |
| 4 | 2. Anxious |
| 15 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 2 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 3 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 2 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate engagement |
|  |  |  |  | 1 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 3 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 2 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 3 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 1 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

04

| | | |
|---|---|---|
| 7 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Views of Life/Filosofia de la Vida 04<br>Diaz-Guerrero Short Form - Sp. |
| 1 | 2: Control Interno Activo VS 22 | |
| 4 | 3: Cautela Pasiva VS 27 | |
| 0 | 4: Independencia VS 32 | |
| 9 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| 1 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| 1 | 2: Active Internal Control VS 55 | |
| 2 | 3: Passive Caution VS 60 | |
| 0 | 4: Independence VS 65 | |
| 12 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| -0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| -0 | 2: Activismo Auto-Fundado VS 128 | |
| -0 | 3: Activismo de Logro VS 129 | |
| -0 | 4: Activismo Orgulloso VS 130 | |
| -0 | 5: Activismo Auto-Confiado VS 131 | |
| -0 | 6: Activismo Audaz VS 132 | |
| -0 | 7: Activismo de Logro Desafilado VS 133 | |
| 0 | 8: Activismo de Esfuerzo VS 134 | |
| 0 | 9: Activismo Competitivo VS 135 | |
| -0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| -0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| -0 | 2: Self vs. Other Initiation VE 98 | |
| -0 | 3: Self vs. Other Solver VE 99 | |
| 0 | 4: Self vs. Joint Implementation VE 100 | |
| 0 | 5: Instrumental vs. Fantasy VE 101 | |
| 0 | 6: Independence vs. Obedience VE 102 | |
| 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| 0 | 8: Earned vs. Bestowed VE 104 | |
| 0 | 9: State of Reality VE 105 | |
| 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | - Street < Sp. / Eng. | |
| | - School < Sp. / Eng. | |

SITUATIONS 05

|  |  |  |  |
|---|---|---|---|
| (6) 9999 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60) New 1 | standard | Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29) New 2 |  |  |
| 350 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22) X15 |  |  |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL HOME |  |  |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 405 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) |  |  |
| 3 | IRD Parent Interview (Card 10-#'s 25) VP3 |  |  |
| 350 | IRD Teacher Evaluation (Card 2-#'s 23-27) X16 |  |  |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL STREET |  |  |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62) New 4 | standard | School |
| 4.11 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) |  |  |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31) New 5 |  |  |
| 3400 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17) New 6 |  |  |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
| 0 | Teacher Grades GPA | other |  |
| * unable to take | Achievement Tests (PRT/PMT) | * [illegible] |  |
|  | TOTAL SCHOOL |  |  |
| 1.25 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
|  | COMPOSITE SITUATIONS |  |  |

| | | | BEHAVIORS 05 |
|---|---|---|---|
| 250 | Spanish Oral<br>X4 | standard | Language |
| 150 | Spanish Written<br>X5 | | |
| 2.33 | [redacted] ENGLISH FLUENCY – IRD INTERVIEW | | |
| 300 | English Oral<br>X1 | | |
| 300 | English Written<br>X2 | | |
| 3.0 | English Reading<br>X3 | | |
| | TOTAL LANGUAGE | | |
| 400 | Respect X54 | standard | Flexible Interaction Style<br>Ruben's Intercultural Adaptation Scale |
| 300 | Interaction Posture X55 | | |
| 200 | Orientation to Knowledge X56 | | |
| 450 | Empathy X57 | | |
| 250 | Role Behavior - Task Roles X58 | | |
| 250 | - Relational Roles X59 | | |
| 300 | - Individualistic Roles X60 | | |
| 3.0 | Interaction Management X61 | | |
| 200 | New Situations X62 | | |
| 294 | Total Intercultural Adaptation Scale M13 | | |
| 150 | IRD Taped Student Interview (Quality of attention) | open | |
| 1 | IRD Taped Student Interview (Type of response) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | |
| 4.9 | Self [redacted] NVT 23 | standard | Coping Ability<br>Peck's Behavior Rating Scale |
| 2.84 | Peer | | |
| 3.45 | Teacher | | |
| 3.73 | Total Peck's Behavior Rating Scale | | |
| 9999 | Peck's Social Attitudes Inventory Total Coping [redacted] VT138 | | |
| 2.21 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion |
| 2.00 | Authority Mean | | |
| 2.40 | Interpersonal Relationship Mean | | |
| 1.30 | Aggression | | |
| 3.20 | Task Achievement Mean | | |
| 1.80 | Anxiety Mean | | |
| 3 | Field Notes (Coping Effectiveness) ETHNOT | ethnographic | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | |
| | COMPOSITE BEHAVIORS | | |

| | | | | |
|---|---|---|---|---|
| 99.9 | Coopersmith's Self-Esteem Inventory VT 198 | standard | Self-System | DISPOSITIONS 05 |
| 362 | Coopersmith's Behavior Rating Form M1 | | | |
| 2 | Who Am I (Content-sense of self) | open | | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | | |
| 3 | Identity (from IRD Taped Interview) | | | |
| 1 | History (from IRD Taped Interview) | | | |
| 0 | Model (from IRD Taped Interview) | | | |
| 1 | Contact (from IRD Taped Interview) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL SELF-SYSTEM | | | |
| 1.67 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| 450 | Ruben's Flexible Interaction Style Empathy X57 | standard | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL EMPATHIC ABILITY | | | |
| 1.58 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| 2 | Who Am I (Richness) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| 9 | Children's Embedded Figures Test (Field Independence) VT 51 | standard | Cognitive Style | |
| 277 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | | |
| 359 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | | |
| | TOTAL COGNITIVE STYLE - Field-Independent | | | |
| | - Field-Sensitive | | | |
| | COMPOSITE DISPOSITIONS | | | |

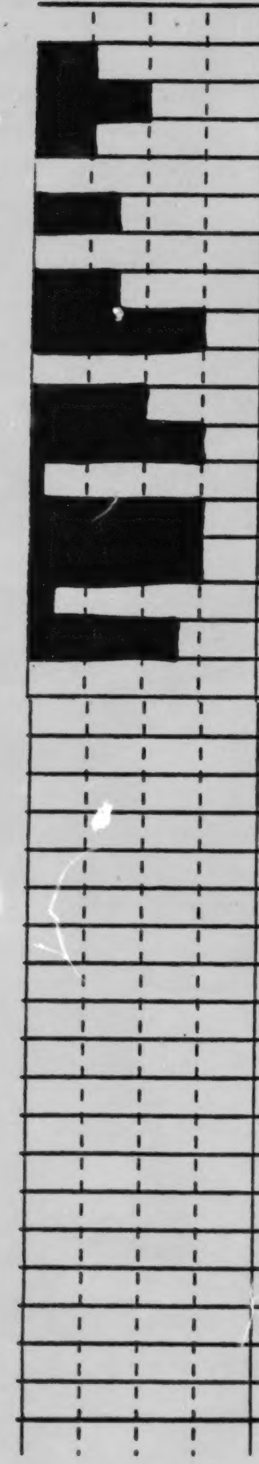
**DESCRIPTIONS** 05

Coping Style

[illegible] Social Attitudes Inventory

Peck's Sentence Completion

05



| | |
|---|---|
| 9999 | Total Active Coping Factor vT 132 |
| 2 | Total Passive Coping Factor vT 133 |
| 2 | Total Active Defensive Factor vT 134 |
| 1 | Total Passive Defensive Factor vT 135 |
| 9999 | Total Active vT 136 |
| 3 | Total Passive vT 137 |
| 9999 | Total Coping vT 138 |
| 3 | Total Defensive vT 139 |
| 15 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 8 | 3. Immediate confrontation |
| 15 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 7 | 3. Immediate engagement |
| 12 | Total Affect - 1. Hostile |
| 2 | 2. Anxious |
| 9 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - **Stance** - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 2 | **Engagement** - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 2 | **Affect** - 1. Hostile |
| 0 | 2. Anxious |
| 1 | 3. Neutral |
| 0 | 4. Positive |
| 3 | Interpersonal Relationships - **Stance** - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 3 | **Engagement** - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 3 | **Affect** - 1. Hostile |
| 0 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 4 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate engagement |
|  |  |  |  | 3 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 1 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 2 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 1 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 4 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 1 | 2. Delay |
|  |  |  |  | 0 | 3. Immediate confrontation |
|  |  |  |  | 3 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

05

| | | | | | |
|---|---|---|---|---|---|
| | | | 7 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| | | | 3 | 2: Control Interno Activo VS 22 | |
| | | | 0 | 3: Cautela Pasiva VS 27 | |
| | | | 0 | 4: Independencia VS 32 | |
| | | | 12 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | | | 1 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| | | | 1 | 2: Active Internal Control VS 55 | |
| | | | 2 | 3: Passive Caution VS 60 | |
| | | | 2 | 4: Independence VS 65 | |
| | | | 15 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | | | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | | | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | | | 0 | 3: Activismo de Logro VS 129 | |
| | | | 0 | 4: Activismo Orgulloso VS 130 | |
| | | | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | | | 0 | 6: Activismo Audaz VS 132 | |
| | | | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | | | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | | | 0 | 9: Activismo Competitivo VS 135 | |
| | | | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | | | 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | | | 0 | 2: Self vs. Other Initiation VE 98 | |
| | | | 0 | 3: Self vs. Other Solver VE 99 | |
| | | | 0 | 4: Self vs. Joint Implementation VE 100 | |
| | | | 0 | 5: Instrumental vs. Fantasy VE 101 | |
| | | | 0 | 6: Independence vs. Obedience VE 102 | |
| | | | 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | | | 0 | 8: Earned vs. Bestowed VE 104 | |
| | | | 0 | 9: State of Reality VE 105 | |
| | | | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | | | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | | | | - Street < Sp. / Eng. | |
| | | | | - School < Sp. / Eng. | |

Views of Life/Filosofia de la Vida

05

SITUATIONS 06

| | | | |
|---|---|---|---|
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60) New 1 | standard | Home |
| 11 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29) New 2 | | |
| 500 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22) X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 366 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 2 | IRD Parent Interview (Card 10-#'25) VP3 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 23-27) X16 | | |
| 2 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62) New 4 | standard | School |
| 433 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 9-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 35 | IRD Parent Interview (Card 10-#'s 30.31) New 5 | | |
| 9999 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17) New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| -0 | Teacher Grades GPA | other | |
| NA<br>NA | Achievement Tests (CRT/NRT) | * Attention [illegible] | |
| | TOTAL SCHOOL | | |
| 1.66* | IRD Taped Student Interview (#4. Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

|  |  |  |  |
|---|---|---|---|
| 42 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | DISPOSITIONS 06<br>Self-System |
| 9999 | Coopersmith's Behavior Rating Form<br>M1 |  |  |
| 2 | Who Am I (Content-sense of self) | open |  |
| 1 | Who Am I - Presence of cultural/linguistic identifier |  |  |
| 3 | Identity (from IRD Taped Interview) |  |  |
| 0 | History (from IRD Taped Interview) |  |  |
| 0 | Model (from IRD Taped Interview) |  |  |
| 1 | Contact (from IRD Taped Interview) |  |  |
| 3 | Field Notes | ethnographic |  |
|  | TOTAL SELF-SYSTEM |  |  |
| 1.50 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 400 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard |  |
| 3 | Field Notes | ethnographic |  |
|  | TOTAL EMPATHIC ABILITY |  |  |
| 1.33 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 2 | Who Am I (Richness) |  |  |
| 3 | Field Notes | ethnographic |  |
|  | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY |  |  |
| 9999 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 309 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX |  |  |
| 373 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX |  |  |
|  | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive |  |  |
|  | COMPOSITE DISPOSITIONS |  |  |

BEHAVIORS 06

| | | | | |
|---|---|---|---|---|
| 400 | Spanish Oral<br>X4 | standard | | Language |
| 400 | Spanish Written<br>X5 | | | |
| 2.50 | ~~Spanish Reading~~<br>ENGLISH FLUENCY - IRD INTERVIEWS | | | |
| 500 | English Oral<br>X1 | | | |
| 500 | English Written<br>X2 | | | |
| 5.0 | English Reading<br>X3 | | | |
| | TOTAL LANGUAGE | | | |
| 400 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 400 | Interaction Posture X55 | | | |
| 100 | Orientation to Knowledge X56 | | | |
| 400 | Empathy X57 | | | |
| 400 | Role Behavior - Task Roles X58 | | | |
| 400 | - Relational Roles X59 | | | |
| 300 | - Individualistic Roles X60 | | | |
| 4.0 | Interaction Management X61 | | | |
| 300 | New Situations X62 | | | |
| 344 | Total Intercultural Adaptation Scale M13 | | | |
| 1.33* | IRD Taped Student Interview (Quality of attention) | open | | |
| 1 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.9 | Self [illegible] NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 454 | Peer | | | |
| 382 | Teacher | | | |
| 4.42 | Total Peck's Behavior Rating Scale | | | |
| 7 | Peck's Social Attitudes Inventory Total Coping [illegible] VT138 | | | |
| 334 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 250 | Authority Mean | | | |
| 375 | Interpersonal Relationship Mean | | | |
| 340 | Aggression | | | |
| 4.00 | Task Achievement Mean | | | |
| 3.00 | Anxiety Mean | | | |
| 4 | Field Notes (Coping Effectiveness) ETHNRT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

DESCRIPTIONS 06

Coping Style

[illegible] Social
[illegible] Inventory

|  |  |
|---|---|
| 4 | Total Active Coping Factor VT 132 |
| 3 | Total Passive Coping Factor VT 133 |
| 9999 | Total Active Defensive Factor VT 134 |
| 2 | Total Passive Defensive Factor VT 135 |
| 9999 | Total Active VT 136 |
| 5 | Total Passive VT 137 |
| 7 | Total Coping VT 138 |
| 9999 | Total Defensive VT 139 |

Peck's Sentence Completion

06

|  |  |
|---|---|
| 9 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 14 | 3. Immendiate confrontation |
| 7 | Total Engagement - 1. Does not engage |
| 3 | 2. Delay |
| 13 | 3. Immediate engagement |
| 1 | Total Affect - 1. Hostile |
| 1 | 2. Anxious |
| 21 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 1 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 3 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 2 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate engagement |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 5 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 1 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 1 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 0 | Engagement - 1. Does not engage |
|  |  |  |  | 2 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 1 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 2 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 1 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 5 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

90

| | | | | |
|---|---|---|---|---|
| | 0 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. | Views of Life/Filosofia de la Vida 06 |
| | 0 | 2: Control Interno Activo VS 22 | | |
| | 0 | 3: Cautela Pasiva VS 27 | | |
| | 0 | 4: Independencia VS 32 | | |
| | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M 20 | | |
| | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. | |
| | 0 | 2: Active Internal Control VS 55 | | |
| | 0 | 3: Passive Caution VS 60 | | |
| | 0 | 4: Independence VS 65 | | |
| | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | | |
| | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. | |
| | 0 | 2: Activismo Auto-Fundado VS 128 | | |
| | 0 | 3: Activismo de Logro VS 129 | | |
| | 0 | 4: Activismo Orgulloso VS 130 | | |
| | 0 | 5: Activismo Auto-Confiado VS 131 | | |
| | 0 | 6: Activismo Audaz VS 132 | | |
| | 0 | 7: Activismo de Logro Desafilado VS 133 | | |
| | 0 | 8: Activismo de Esfuerzo VS 134 | | |
| | 0 | 9: Activismo Competitivo VS 135 | | |
| | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | | |
| | 3 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. | |
| | 5 | 2: Self vs. Other Initiation VE 98 | | |
| | 3 | 3: Self vs. Other Solver VE 99 | | |
| | 4 | 4: Self vs. Joint Implementation VE 100 | | |
| | 1 | 5: Instrumental vs. Fantasy VE 101 | | |
| | 4 | 6: Independence vs. Obedience VE 102 | | |
| | 4 | 7: Intrinsic vs. Extrinsic VE 103 | | |
| | 2 | 8: Earned vs. Bestowed VE 104 | | |
| | 1 | 9: State of Reality VE 105 | | |
| [redacted] | 54 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | | |
| | / | Compare ethnographic discussion of coping style in ethnographies | ethnographic | |
| | | Pattern of Language Use - Home < Sp. / Eng. | | Pattern of Language Use |
| | | - Street < Sp. / Eng. | | |
| | | - School < Sp. / Eng. | | |

SITUATIONS 07

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 4 | Cooperrmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| | | | 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| | | | 500 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| | | | 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | | | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | | | | TOTAL HOME | | |
| | | | 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| | | | 40 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| | | | 3 | IRD Parent Interview (Card 10-#'s 25)<br>VP3 | | |
| | | | 400 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| | | | 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | | | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | | | | TOTAL STREET | | |
| | | | 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| | | | 433 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| | | | 35 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| | | | 9999 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| | | | 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | | | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | | | 0 | Teacher Grades<br>GPA | other | |
| | | | NA<br>NA | Achievement Tests (CRT/PMT) | | |
| | | | | TOTAL SCHOOL | | |
| | | | 2.83 | * IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | | | | COMPOSITE SITUATIONS | | |

00038

| | | | | |
|---|---|---|---|---|
| 35 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 07 |
| 9999 | Coopersmith's Behavior Rating Form<br>M1 | | | |
| 3 | Who Am I (Content-sense of self) | open | | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | | |
| 3 | Identity (from IRD Taped Interview) | | | |
| 1 | History (from IRD Taped Interview) | | | |
| 2 | Model (from IRD Taped Interview) | | | |
| 2 | Contact (from IRD Taped Interview) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL SELF-SYSTEM | | | |
| 2.67 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| 500 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL EMPATHIC ABILITY | | | |
| 2.66 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| 2 | Who Am I (Richness) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| 9999 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style | |
| 309 | Ramirez & Castaneda Field-Independent<br>Observable Behaviors FLD-INDX | | | |
| 470 | Ramirez & Castaneda Field-Sensitive<br>Observable Behaviors FLD-SENX | | | |
| | TOTAL COGNITIVE STYLE - Field-Independent | | | |
| | - Field-Sensitive | | | |
| | COMPOSITE DISPOSITIONS | | | |

Behaviors 07

| | | | | |
|---|---|---|---|---|
| 400 | Spanish Oral X4 | standard | | Language |
| 400 | Spanish Written X5 | | | |
| 3 | ~~Spanish Reading~~<br>ENGLISH FLUENCY - IRD INTERVIEW | | | |
| 500 | English Oral X1 | | | |
| 500 | English Written X2 | | | |
| 5.0 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 500 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 400 | Interaction Posture X55 | | | |
| 4.00 | Orientation to Knowledge X56 | | | |
| 500 | Empathy X57 | | | |
| 500 | Role Behavior - Task Roles X58 | | | |
| 500 | - Relational Roles X59 | | | |
| 400 | - Individualistic Roles X60 | | | |
| 5.0 | Interaction Management X61 | | | |
| 500 | New Situations X62 | | | |
| 467 | Total Intercultural Adaptation Scale M13 | | | |
| 2.67 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 51 | Self NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 4.00 | Peer | | | |
| 4.54 | Teacher | | | |
| 4.54 | Total Peck's Behavior Rating Scale | | | |
| 14. | Peck's Social Attitudes Inventory Total Coping VT/38 | | | |
| 1.90 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 1.75 | Authority Mean | | | |
| 2.66 | Interpersonal Relationship Mean | | | |
| 1.40 | Aggression | | | |
| 1.80 | Task Achievement Mean | | | |
| 2.25 | Anxiety Mean | | | |
| 6 | Field Notes (Coping Effectiveness) ETHNVRT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

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**DESCRIPTIONS 07**

Coping Style

Social Attitude Inventory

Sentence Completion

07

| | | |
|---|---|---|
| [redacted] | 8 | Total Active Coping Factor VT 132 |
| [redacted] | 6 | Total Passive Coping Factor VT 133 |
| [redacted] | 2 | Total Active Defensive Factor VT 134 |
| [redacted] | 5 | Total Passive Defensive Factor VT 135 |
| [redacted] | 10 | Total Active VT 136 |
| [redacted] | 11 | Total Passive VT 137 |
| [redacted] | 14 | Total Coping VT 138 |
| [redacted] | 7 | Total Defensive VT 139 |
| [redacted] | 14 | Total Stance - 1. Avoid |
| | 0 | 2. Delay |
| [redacted] | 7 | 3. Immendiate confrontation |
| [redacted] | 16 | Total Engagement - 1. Does not engage |
| [redacted] | 1 | 2. Delay |
| [redacted] | 4 | 3. Immediate engagement |
| [redacted] | 8 | Total Affect - 1. Hostile |
| [redacted] | 5 | 2. Anxious |
| [redacted] | 8 | 3. Neutral |
| | 0 | 4. Positive |
| | 3 | Authority - Stance - 1. Avoid |
| | 0 | 2. Delay |
| | 1 | 3. Immediate confrontation |
| | 3 | Engagement - 1. Does not engage |
| | 0 | 2. Delay |
| | 1 | 3. Immediate engagement |
| | 0 | Affect - 1. Hostile |
| | 2 | 2. Anxious |
| | 2 | 3. Neutral |
| | 0 | 4. Positive |
| | 1 | Interpersonal Relationships - Stance - 1. Avoid |
| | 0 | 2. Delay |
| | 2 | 3. Immediate confrontation |
| | 2 | Engagement - 1. Does not engage |
| | 0 | 2. Delay |
| | 1 | 3. Immediate engagement |
| | 1 | Affect - 1. Hostile |
| | 0 | 2. Anxious |
| | 2 | 3. Neutral |
| | 0 | 4. Positive |

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  | 4 | Aggression - Stance - 1. Avoid |
|  |  |  | 0 | 2. Delay |
|  |  |  | 1 | 3. Immediate confrontation |
|  |  |  | 5 | Engagement - 1. Does not engage |
|  |  |  | 0 | 2. Delay |
|  |  |  | 0 | 3. Immediate engagement |
|  |  |  | 4 | Affect - 1. Hostile |
|  |  |  | 0 | 2. Anxious |
|  |  |  | 1 | 3. Neutral |
|  |  |  | 0 | 4. Positive |
|  |  |  | 4 | Task Achievement - Stance - 1. Avoid |
|  |  |  | 0 | 2. Delay |
|  |  |  | 1 | 3. Immediate confrontation |
|  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  | 0 | 2. Delay |
|  |  |  | 1 | 3. Immediate confrontation |
|  |  |  | 3 | Affect - 1. Hostile |
|  |  |  | 1 | 2. Anxious |
|  |  |  | 1 | 3. Neutral |
|  |  |  | 0 | 4. Positive |
|  |  |  | 2 | Anxiety - Stance - 1. Avoid |
|  |  |  | 0 | 2. Delay |
|  |  |  | 2 | 3. Immediate confrontation |
|  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  | 1 | 2. Delay |
|  |  |  | 1 | 3. Immediate confrontation |
|  |  |  | 0 | Affect - 1. Hostile |
|  |  |  | 2 | 2. Anxious |
|  |  |  | 2 | 3. Neutral |
|  |  |  | 0 | 4. Positive |

07

Views of Life/Filosofia de la Vida

07

| | | |
|---|---|---|
| 1 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| 1 | 2: Control Interno Activo VS 22 | |
| 2 | 3: Cautela Pasiva VS 27 | |
| 2 | 4: Independencia VS 32 | |
| 14 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - Eng. |
| 0 | 2: Active Internal Control VS 55 | |
| 0 | 3: Passive Caution VS 60 | |
| 0 | 4: Independence VS 65 | |
| 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| 0 | 2: Activismo Auto-Fundado VS 128 | |
| 0 | 3: Activismo de Logro VS 129 | |
| 0 | 4: Activismo Orgulloso VS 130 | |
| 0 | 5: Activismo Auto-Confiado VS 131 | |
| 0 | 6: Activismo Audaz VS 132 | |
| 0 | 7: Activismo de Logro Desafilado VS 133 | |
| 0 | 8: Activismo de Esfuerzo VS 134 | |
| 0 | 9: Activismo Competitivo VS 135 | |
| 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| 3 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| 4 | 2: Self vs. Other Initiation VE 98 | |
| 4 | 3: Self vs. Other Solver VE 99 | |
| 6 | 4: Self vs. Joint Implementation VE 100 | |
| 3 | 5: Instrumental vs. Fantasy VE 101 | |
| 0 | 6: Independence vs. Obedience VE 102 | |
| 5 | 7: Intrinsic vs. Extrinsic VE 103 | |
| 2 | 8: Earned vs. Bestowed VE 104 | |
| 0 | 9: State of Reality VE 105 | |
| 5/27 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | - Street < Sp. / Eng. | |
| | - School < Sp. / Eng. | |

|  |  |  |  | SITUATIONS 08 |
|---|---|---|---|---|
|  | 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
|  | 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 |  |  |
|  | 500 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 |  |  |
|  | 3 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  |  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  |  | TOTAL HOME |  |  |
|  | 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
|  | 5.0 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) |  |  |
|  | 9999 | IRD Parent Interview (Card 10-#'s 25)<br>VP3 |  |  |
|  | 400 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 |  |  |
|  | 3 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  |  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  |  | TOTAL STREET |  |  |
|  | 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
|  | 4.5 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 9-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) |  |  |
|  | 9999 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 |  |  |
|  | 9999 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 |  |  |
|  | 3 | IRD Taped Student Interview (Extracted from appropriate items) | open |  |
|  |  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | 23 | Teacher Grades<br>[illegible] | other |  |
| - - | 100%<br>86% | Achievement Tests ([illegible]/PMT) |  |  |
|  |  | TOTAL SCHOOL |  |  |
|  | 258 | IRD Taped Student Interview (#'s Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
|  |  | COMPOSITE SITUATIONS |  |  |

|  |  |  |  |  |
|---|---|---|---|---|
| 46 | Coopersmith's Self-Esteem Inventory VT 198 | standard | Self-System | DISPOSITIONS 08 |
| 354 | Coopersmith's Behavior Rating Form (M) |  |  |  |
| 2 | Who Am I (Content-sense of self) | open |  |  |
| 1 | Who Am I - Presence of cultural/linguistic identifier |  |  |  |
| 0 | Identity (from IRD Taped Interview) |  |  |  |
| 1 | History (from IRD Taped Interview) |  |  |  |
| 0 | Model (from IRD Taped Interview) |  |  |  |
| 0 | Contact (from IRD Taped Interview) |  |  |  |
| 3 | Field Notes | ethnographic |  |  |
|  | TOTAL SELF-SYSTEM |  |  |  |
| 1.67 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |  |
| 450 | Ruben's Flexible Interaction Style Empathy X57 | standard |  |  |
| 2 | Field Notes | ethnographic |  |  |
|  | TOTAL EMPATHIC ABILITY |  |  |  |
| 267 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |  |
| 3 | Who Am I (Richness) |  |  |  |
| 2 | Field Notes | ethnographic |  |  |
|  | TOTAL COGNITIVE COMPLEXITY & FLEXIBILITY |  |  |  |
| 8 | Children's Embedded Figures Test (Field Independence) VT 51 | standard | Cognitive Style |  |
| 273 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX |  |  |  |
| 382 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX |  |  |  |
|  | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive |  |  |  |
|  | COMPOSITE DISPOSITIONS |  |  |  |

08

| | | | | |
|---|---|---|---|---|
| 350 | Spanish Oral x4 | Standard | | **BEHAVIORS**<br>**Language** |
| 200 | Spanish Written x5 | | | |
| 2.67 | ~~Spanish Reading~~ English Fluency - IRD Interview | | | |
| 450 | English Oral x1 | | | |
| 400 | English Written x2 | | | |
| 3.5 | English Reading x3 | | | |
| | TOTAL LANGUAGE | | | |
| 400 | Respect x54 | Standard | Quinn's Intercultural Adaptation Scale | **Flexible Interaction Style** |
| 350 | Interaction Posture x55 | | | |
| 350 | Orientation to Knowledge x56 | | | |
| 450 | Empathy x57 | | | |
| 400 | Role Behavior - Task Roles x58 | | | |
| 400 | - Relational Roles x59 | | | |
| 350 | - Individualistic Roles x60 | | | |
| 4.0 | Interaction Management x61 | | | |
| 400 | New Situations x62 | | | |
| 389 | Total Intercultural Adaptation Scale m13 | | | |
| 2.67 | IRD Taped Student Interview (Quality of attention) | Open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | Ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.6 | Self NVT 23 | Standard | Peck's Behavior Rating Scale | **Coping Ability** |
| 3.54 | Peer | | | |
| 4.27 | Teacher | | | |
| 4.13 | Total Peck's Behavior Rating Scale | | | |
| 8 | Peck's Social Attitudes Inventory Total Coping VT138 | | | |
| 1.83 | Coping Effectiveness Total Mean | Open | Peck's Sentence Completion | |
| 2.50 | Authority Mean | | | |
| 1.60 | Interpersonal Relationship Mean | | | |
| 1.80 | Aggression | | | |
| 1.80 | Task Achievement Mean | | | |
| 1.60 | Anxiety Mean | | | |
| 4 | Field Notes (Coping Effectiveness) ETHNRT | Ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

00046

| | |
|---|---|
| 2 | Total Active Coping Factor VT 132 |
| 6 | Total Passive Coping Factor VT 133 |
| 3 | Total Active Defensive Factor VT 134 |
| 1 | Total Passive Defensive Factor VT 135 |
| 5 | Total Active VT 136 |
| 7 | Total Passive VT 137 |
| 8 | Total Coping VT 138 |
| 4 | Total Defensive VT 139 |
| 19 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 5 | 3. Immendiate confrontation |
| 19 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 4 | 3. Immediate engagement |
| 3 | Total Affect - 1. Hostile |
| 11 | 2. Anxious |
| 10 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 1 | 4. Positive |
| 4 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 4 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 2 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |

**DESCRIPTIONS 08**

Coping Style

[illegible] Social Attitudes Inventory

Sentence Completion

08

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 5 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 0 | 3. Immediate confrontation |
|  |  |  |  | 5 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 0 | 3. Immediate engagement |
|  |  |  |  | 2 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 4 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 3 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4 Positive |
|  |  |  |  | 4 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 4 | 2. Anxious |
|  |  |  |  | 1 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

80

| | | | |
|---|---|---|---|
| | 3 | 1: Autofirmacion Activa vs. Obediencia Afiliativa VS 10 | Views of Life/Filosofia de la Vida<br>Diaz-Guerrero Short Form - Sp. |
| | 1 | 2: Control Interno Activo VS 22 | |
| | 0 | 3: Cautela Pasiva VS 27 | |
| | 0 | 4: Independencia VS 32 | |
| [redacted] | 13 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | 1 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| | 3 | 2: Active Internal Control VS 55 | |
| | 2 | 3: Passive Caution VS 60 | |
| | 0 | 4: Independence VS 65 | |
| [redacted] | 16 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | 0 | 3: Activismo de Logro VS 129 | |
| | 0 | 4: Activismo Orgulloso VS 130 | |
| | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | 0 | 6: Activismo Audaz VS 132 | |
| | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | 0 | 9: Activismo Competitivo VS 135 | |
| | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | 0 | 2: Self vs. Other Initiation VE 98 | |
| | 0 | 3: Self vs. Other Solver VE 99 | |
| | 0 | 4: Self vs. Joint Implementation VE 100 | |
| | 0 | 5: Instrumental vs. Fantasy VE 101 | |
| | 0 | 6: Independence vs. Obedience VE 102 | |
| | 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | 0 | 8: Earned vs. Bestowed VE 104 | |
| | 0 | 9: State of Reality VE 105 | |
| | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | | - Street < Sp. / Eng. | |
| | | - School < Sp. / Eng. | |

08

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SITUATIONS 09

| | | | | |
|---|---|---|---|---|
| | 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60) New 1 | standard | Home |
| | 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29) New 2 | | |
| | 433 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22) x15 | | |
| | 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | | TOTAL HOME | | |
| | 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| | 200 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| | 9999 | IRD Parent Interview (Card 10-#'25) VP3 | | |
| | 333 | IRD Teacher Evaluation (Card 2-#'s 23-27) X16 | | |
| | 2 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | | TOTAL STREET | | |
| | 4 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62) New 4 | standard | School |
| | 316 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| | 9999 | IRD Parent Interview (Card 10-#'s 30.31) New 5 | | |
| | 2366 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17) New 6 | | |
| | 2 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | 23 | Teacher Grades GPA | other | |
| -- | 9-8<br>9/9 | Achievement Tests (PRT/PMT) | | |
| | | TOTAL SCHOOL | | |
| | 208 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | | COMPOSITE SITUATIONS | | |

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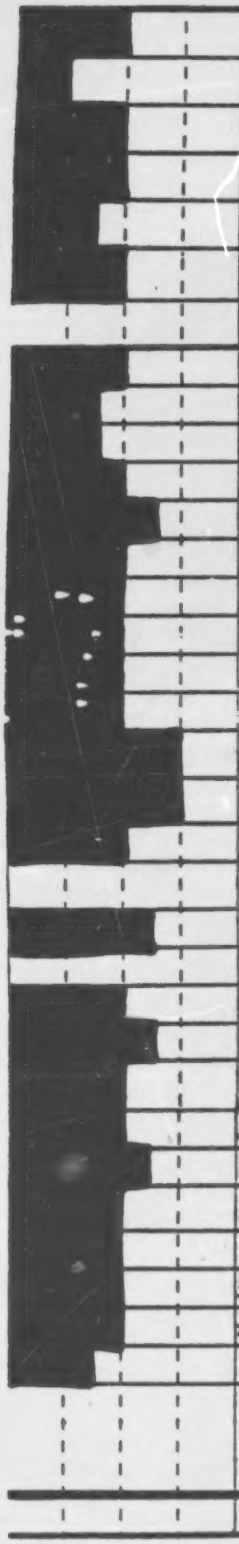
**DISPOSITIONS 09**

|  |  |  |  |
|---|---|---|---|
| 44 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System |
| 323 | Coopersmith's Behavior Rating Form<br>M1 |  |  |
| 2 | Who Am I (Content-sense of self) | open |  |
| 0 | Who Am I - Presence of cultural/linguistic identifier |  |  |
| 1 | Identity (from IRD Taped Interview) |  |  |
| 1 | History (from IRD Taped Interview) |  |  |
| 2 | Model (from IRD Taped Interview) |  |  |
| 2 | Contact (from IRD Taped Interview) |  |  |
| 3 | Field Notes | ethnographic |  |
|  | TOTAL SELF-SYSTEM |  |  |
| 1.67 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 367 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard |  |
| 2 | Field Notes | ethnographic |  |
|  | TOTAL EMPATHIC ABILITY |  |  |
| 225 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 2 | Who Am I (Richness) |  |  |
| 2 | Field Notes | ethnographic |  |
|  | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY |  |  |
| 13 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 297 | Ramirez & Castaneda Field-Independent<br>Observable Behaviors FLD-INDX |  |  |
| 333 | Ramirez & Castaneda Field-Sensitive<br>Observable Behaviors FLD-SENX |  |  |
|  | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive |  |  |
|  | COMPOSITE DISPOSITIONS |  |  |

09



| | | | | |
|---|---|---|---|---|
| 300 | Spanish Oral x4 | standard | | BEHAVIORS<br>Language |
| 150 | Spanish Written x5 | | | |
| 2.17 | ~~Spanish Reading?~~<br>ENGLISH FLUENCY - IRD INTERVIEW | | | |
| 300 | English Oral x1 | | | |
| 250 | English Written x2 | | | |
| 3.0 | English Reading x3 | | | |
| | TOTAL LANGUAGE | | | |
| 300 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 200 | Interaction Posture x55 | | | |
| 200 | Orientation to Knowledge x56 | | | |
| 367 | Empathy x57 | | | |
| 333 | Role Behavior - Task Roles x58 | | | |
| 300 | - Relational Roles x59 | | | |
| 300 | - Individualistic Roles x60 | | | |
| 2.67 | Interaction Management x61 | | | |
| 333 | New Situations x62 | | | |
| 289 | Total Intercultural Adaptation Scale M13 | | | |
| 250 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.7 | Self [illegible] NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| — | Peer | | | |
| 3.27 | Teacher | | | |
| 3.98 | Total Peck's Behavior Rating Scale | | | |
| 8 | Peck's Social Attitudes Inventory Total Coping [illegible] VT 13 8 | | | |
| 2.41 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 3.00 | Authority Mean | | | |
| 2.20 | Interpersonal Relationship Mean | | | |
| 1.80 | Aggression | | | |
| 3.20 | Task Achievement Mean | | | |
| 2.00 | Anxiety Mean | | | |
| 3 | Field Notes (Coping Effectiveness) [illegible] | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

00052

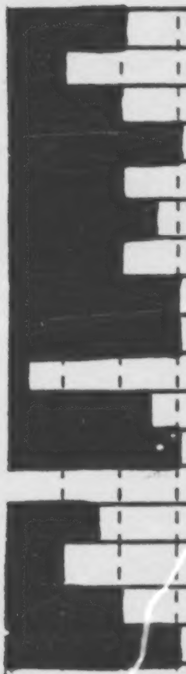
DESCRIPTIONS 09

Coping Style

[illegible] Social Attitude Inventory

Sentence Completion

09



| | |
|---|---|
| 5 | Total Active Coping Factor VT 132 |
| 3 | Total Passive Coping Factor VT 133 |
| 2 | Total Active Defensive Factor VT 134 |
| 6 | Total Passive Defensive Factor VT 135 |
| 7 | Total Active VT 136 |
| 9 | Total Passive VT 137 |
| 8 | Total Coping VT 138 |
| 8 | Total Defensive VT 139 |
| 14 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 9 | 3. Immendiate confrontation |
| 17 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 7 | 3. Immediate engagement |
| 4 | Total Affect - 1. Hostile |
| 8 | 2. Anxious |
| 12 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Authority - Stance - 1. Avoid |
| 1 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 3 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 4 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 2 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |

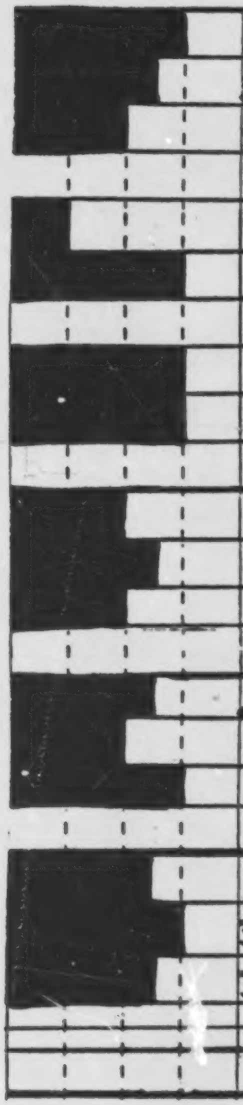
| | | | | | |
|---|---|---|---|---|---|
| | | | | 4 | Aggression - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate engagement |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 4 | 2. Anxious |
| | | | | 1 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 2 | Task Achievement - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 3 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 2 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 4 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | [illegible]. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 2 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |

60

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
|  |  |  |  | 5 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Views of Life/Filosofia de la Vida<br>Diaz-Guerrero Short Form - Sp. |
|  |  |  |  | 1 | 2: Control Interno Activo VS 22 |  |
|  |  |  |  | 0 | 3: Cautela Pasiva VS 27 |  |
|  |  |  |  | 2 | 4: Independencia VS 32 |  |
|  |  |  |  | 10 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 |  |
|  |  |  |  | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 45 | Diaz-Guerrero Short Form - En. |
|  |  |  |  | 2 | 2: Active Internal Control VS 55 |  |
|  |  |  |  | 0 | 3: Passive Caution VS 60 |  |
|  |  |  |  | 2 | 4: Independence VS 65 |  |
|  |  |  |  | 13 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 |  |
|  |  |  |  | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
|  |  |  |  | 0 | 2: Activismo Auto-Fundado VS 128 |  |
|  |  |  |  | 0 | 3: Activismo de Logro VS 129 |  |
|  |  |  |  | 0 | 4: Activismo Orgulloso VS 130 |  |
|  |  |  |  | 0 | 5: Activismo Auto-Confiado VS 131 |  |
|  |  |  |  | 0 | 6: Activismo Audaz VS 132 |  |
|  |  |  |  | 0 | 7: Activismo de Logro Desafilado VS 133 |  |
|  |  |  |  | 0 | 8: Activismo de Esfuerzo VS 134 |  |
|  |  |  |  | 0 | 9: Activismo Competitivo VS 135 |  |
|  |  |  |  | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 |  |
|  |  |  |  | 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
|  |  |  |  | 0 | 2: Self vs. Other Initiation VE 98 |  |
|  |  |  |  | 0 | 3: Self vs. Other Solver VE 99 |  |
|  |  |  |  | 0 | 4: Self vs. Joint Implementation VE 100 |  |
|  |  |  |  | 0 | 5: Instrumental vs. Fantasy VE 101 |  |
|  |  |  |  | 0 | 6: Independence vs. Obedience VE 102 |  |
|  |  |  |  | 0 | 7: Intrinsic vs. Extrinsic VE 103 |  |
|  |  |  |  | 0 | 8: Earned vs. Bestowed VE 104 |  |
|  |  |  |  | 0 | 9: State of Reality VE 105 |  |
|  |  |  |  | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 |  |
|  |  |  |  |  | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
|  |  |  |  |  | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
|  |  |  |  |  | - Street < Sp. / Eng. |  |
|  |  |  |  |  | - School < Sp. / Eng. |  |

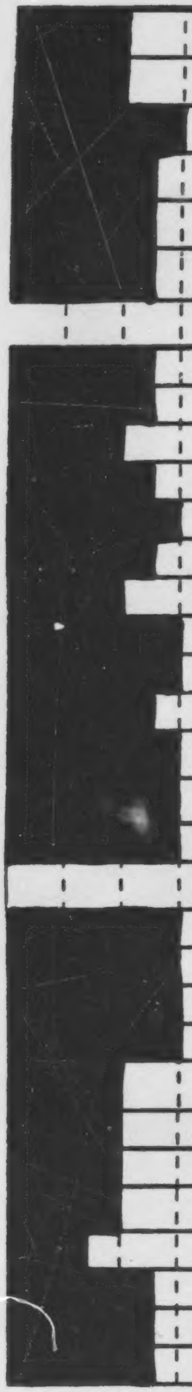
09

| | | | SITUATIONS 10 |
|---|---|---|---|
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 9 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 9 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 4.86 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 2 | IRD Parent Interview (Card 10-#'25)<br>VP3 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 4.93 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.0 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3600 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 4.0 | Teacher Grades<br>GPA | other | |
| 95%<br>100% | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 2.45 | IRD Taped Student Interview (#1, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |



| | | | |
|---|---|---|---|
| | | | DISPOSITIONS 10 |
| 51 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System |
| 359 | Coopersmith's Behavior Rating Form<br>MI | | |
| 2 | Who Am I (Content-sense of self) | open | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | |
| 1 | Identity (from IRD Taped Interview) | | |
| 1 | History (from IRD Taped Interview) | | |
| 0 | Model (from IRD Taped Interview) | | |
| 2 | Contact (from IRD Taped Interview) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 133 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 400 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | |
| 2 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 253 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 2 | Who Am I (Richness) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 16 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 362 | Ramirez & Castaneda Field-Independent<br>Observable Behaviors FLD-INDX | | |
| 382 | Ramirez & Castaneda Field-Sensitive<br>Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

BEHAVIORS 10



| Score | Item | Type | Instrument | Domain |
|---|---|---|---|---|
| 350 | Spanish Oral x4 | standard | | Language |
| 250 | Spanish Written x5 | | | |
| 2.67 | ENGLISH FLUENCY – IRD INTERVIEW | | | |
| 400 | English Oral x1 | | | |
| 400 | English Written x2 | | | |
| 4.0 | English Reading x3 | | | |
| | TOTAL LANGUAGE | | | |
| 433 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 300 | Interaction Posture x55 | | | |
| 267 | Orientation to Knowledge x56 | | | |
| 400 | Empathy x57 | | | |
| 433 | Role Behavior – Task Roles x58 | | | |
| 400 | – Relational Roles x59 | | | |
| 333 | – Individualistic Roles x60 | | | |
| 433 | Interaction Management x61 | | | |
| 433 | New Situations x62 | | | |
| 381 | Total Intercultural Adaptation Scale m13 | | | |
| 2.67 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 5.3 | Self NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 4.67 | Peer | | | |
| 4.24 | Teacher | | | |
| 4.73 | Total Peck's Behavior Rating Scale | | | |
| 8 | Peck's Social Attitudes Inventory Total Coping VT138 | | | |
| 2.52 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 2.50 | Authority Mean | | | |
| 2.40 | Interpersonal Relationship Mean | | | |
| 1.00 | Aggression | | | |
| 4.00 | Task Achievement Mean | | | |
| 2.75 | Anxiety Mean | | | |
| 4 | Field Notes (Coping Effectiveness) ETHNRT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

**DESCRIPTIONS 10**

Coping Style

Social Attitudes Inventory

Sentence Completion

10

| | |
|---|---|
| 3 | Total Active Coping Factor vT 132 |
| 5 | Total Passive Coping Factor vT 133 |
| 2 | Total Active Defensive Factor vT 134 |
| 1 | Total Passive Defensive Factor vT 135 |
| 5 | Total Active vT 136 |
| 6 | Total Passive vT 137 |
| 8 | Total Coping vT 138 |
| 3 | Total Defensive vT 139 |
| 9 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 12 | 3. Immendiate confrontation |
| 12 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 9 | 3. Immediate engagement |
| 7 | Total Affect - 1. Hostile |
| 3 | 2. Anxious |
| 11 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 2 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 2 | Aggression - **Stance** - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 4 | **Engagement** - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 0 | 3. Immediate engagement |
|  |  |  |  | 4 | **Affect** - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 0 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 1 | Task Achievement - **Stance** - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 1 | **Engagement** - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 0 | **Affect** - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 2 | Anxiety - **Stance** - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 2 | **Engagement** - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 0 | **Affect** - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

10

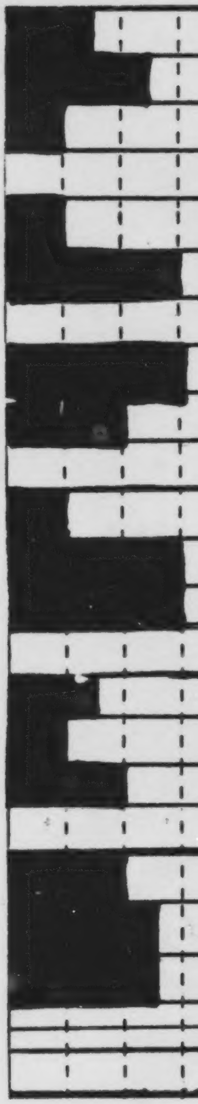
| | | |
|---|---|---|
| 10 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| 3 | 2: Control Interno Activo VS 22 | |
| 0 | 3: Cautela Pasiva VS 27 | |
| 2 | 4: Independencia VS 32 | |
| 16 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| 3 | 1: Active Self-Assertion vs. Affiliative Obedience VS 48 | Diaz-Guerrero Short Form - En. |
| 1 | 2: Active Internal Control VS 55 | |
| 0 | 3: Passive Caution VS 60 | |
| 4 | 4: Independence VS 65 | |
| 17 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| 0 | 2: Activismo Auto-Fundado VS 128 | |
| 0 | 3: Activismo de Logro VS 129 | |
| 0 | 4: Activismo Orgulloso VS 130 | |
| 0 | 5: Activismo Auto-Confiado VS 131 | |
| 0 | 6: Activismo Audaz VS 132 | |
| 0 | 7: Activismo de Logro Desafilado VS 133 | |
| 6 | 8: Activismo de Esfuerzo VS 134 | |
| 0 | 9: Activismo Competitivo VS 135 | |
| 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| 0 | 2: Self vs. Other Initiation VE 98 | |
| 0 | 3: Self vs. Other Solver VE 99 | |
| 0 | 4: Self vs. Joint Implementation VE 100 | |
| 0 | 5: Instrumental vs. Fantasy VE 101 | |
| 0 | 6: Independence vs. Obedience VE 102 | |
| 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| 0 | 8: Earned vs. Bestowed VE 104 | |
| 0 | 9: State of Reality VE 105 | |
| 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | **Pattern of Language Use - Home < Sp. / Eng.** | Pattern of Language Use |
| | - Street < Sp. / Eng. | |
| | - School < Sp. / Eng. | |

Views of Life/Filosofia de la Vida

10

SITUATIONS //

| | | | |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 9 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 4.67 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 2 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31.38,45,52,59) New 3 | standard | Street |
| 5.0 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 2 | IRD Parent Interview (Card 10-#'25)<br>VP3 | | |
| 4.67 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 4 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 5.0 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.0 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3.600 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 2.7 | Teacher Grades<br>GPA | other<br>[illegible] 2nd grade [illegible] | |
| 57%<br>58% | Achievement Tests (CRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 2.41 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low, med., high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |



| | | | |
|---|---|---|---|
| 30 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | DISPOSITIONS 11<br>Self-System |
| 367 | Coopersmith's Behavior Rating Form<br>M1 | | |
| 1 | Who Am I (Content-sense of self) | open | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | |
| 1 | Identity (from IRD Taped Interview) | | |
| 1 | History (from IRD Taped Interview) | | |
| 0 | Model (from IRD Taped Interview) | | |
| 2 | Contact (from IRD Taped Interview) | | |
| 2 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 1 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 467 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | |
| 3 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 1.25 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 1 | Who Am I (Richness) | | |
| 2 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 13 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 291 | Ramirez & Castaneda Field-Independent<br>Observable Behaviors FLD-INDX | | |
| 394 | Ramirez & Castaneda Field-Sensitive<br>Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

BEHAVIORS 11

| | | | | |
|---|---|---|---|---|
| 400 | Spanish Oral x4 | standard | | Language |
| 250 | Spanish Written x5 | | | |
| 1.33+ | ENGLISH FLUENCY — IRD INTERVIEW | | | |
| 350 | English Oral x1 | | | |
| 300 | English Written x2 | | | |
| 3.00 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 433 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 367 | Interaction Posture x55 | | | |
| 300 | Orientation to Knowledge x56 | | | |
| 467 | Empathy x57 | | | |
| 400 | Role Behavior - Task Roles x58 | | | |
| 400 | - Relational Roles x59 | | | |
| 333 | - Individualistic Roles x60 | | | |
| 4.67 | Interaction Management x61 | | | |
| 367 | New Situations x62 | | | |
| 393 | Total Intercultural Adaptation Scale m13 | | | |
| 2.83 | IRD Taped Student Interview (Quality of attention) | open | | |
| 2 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.6 | Self AVT23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 4.27 | Peer | | | |
| 4.20 | Teacher | | | |
| 4.35 | Total Peck's Behavior Rating Scale | | | |
| 15 | Peck's Social Attitudes Inventory Total Coping VT138 | | | |
| 3.09 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 1.75 | Authority Mean | | | |
| 3.20 | Interpersonal Relationship Mean | | | |
| 2.75 | Aggression | | | |
| 4.75 | Task Achievement Mean | | | |
| 3.00 | Anxiety Mean | | | |
| 3 | Field Notes (Coping Effectiveness) ETHNRT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

**DESCRIPTIONS 11**

Coping Style

[illegible] Social [illegible] Inventory

Sentence Completion

|  |  |  |
|---|---|---|
| [redacted] | 7 | Total Active Coping Factor VT 132 |
| [redacted] | 8 | Total Passive Coping Factor VT 133 |
| [redacted] | 4 | Total Active Defensive Factor VT 134 |
| [redacted] | 3 | Total Passive Defensive Factor VT 135 |
| [redacted] | 11 | Total Active VT 136 |
| [redacted] | 11 | Total Passive VT 137 |
| [redacted] | 15 | Total Coping VT 138 |
| [redacted] | 7 | Total Defensive VT 139 |
| [redacted] | 9 | Total Stance - 1. Avoid |
|  | 0 | 2. Delay |
| [redacted] | 13 | 3. Immendiate confrontation |
| [redacted] | 10 | Total Engagement - 1. Does not engage |
|  | 0 | 2. Delay |
| [redacted] | 12 | 3. Immediate engagement |
| [redacted] | 5 | Total Affect - 1. Hostile |
| [redacted] | 2 | 2. Anxious |
| [redacted] | 15 | 3. Neutral |
|  | 3 | 4. Positive |
|  | 3 | Authority - Stance - 1. Avoid |
|  | 0 | 2. Delay |
|  | 1 | 3. Immediate confrontation |
|  | 3 | Engagement - 1. Does not engage |
|  | 0 | 2. Delay |
|  | 1 | 3. Immediate engagement |
|  | 3 | Affect - 1. Hostile |
|  | 0 | 2. Anxious |
|  | 1 | 3. Neutral |
|  | 0 | 4. Positive |
|  | 2 | Interpersonal Relationships - Stance - 1. Avoid |
|  | 0 | 2. Delay |
|  | 3 | 3. Immediate confrontation |
|  | 2 | Engagement - 1. Does not engage |
|  | 0 | 2. Delay |
|  | 3 | 3. Immediate engagement |
|  | 1 | Affect - 1. Hostile |
|  | 1 | 2. Anxious |
|  | 3 | 3. Neutral |
|  | 0 | 4. Positive |

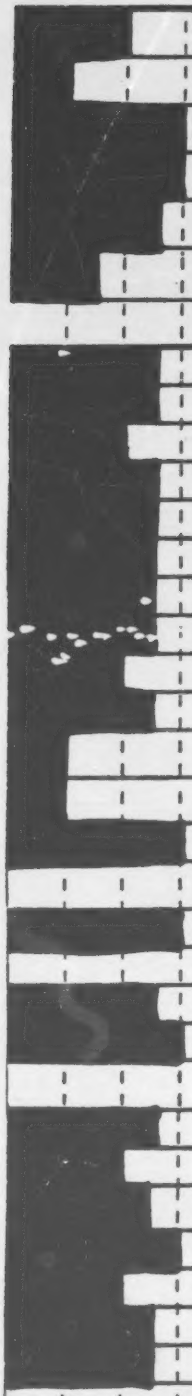
11

| | |
|---|---|
| 2 | Aggression - **Stance** - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 3 | **Engagement** - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 1 | **Affect** - 1. Hostile |
| 0 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 0 | Task Achievement - **Stance** - 1. Avoid |
| 0 | 2. Delay |
| 4 | 3. Immediate confrontation |
| 0 | **Engagement** - 1. Does not engage |
| 0 | 2. Delay |
| 4 | 3. Immediate confrontation |
| 0 | **Affect** - 1. Hostile |
| 6 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4 Positive |
| 2 | Anxiety - **Stance** - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 2 | **Engagement** - 1. Does not engage |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 0 | **Affect** - 1. Hostile |
| 1 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

| | | | |
|---|---|---|---|
| | 5 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Views of Life/Filosofia de la Vida<br>Diaz-Guerrero Short Form - Sp. |
| | 1 | 2: Control Interno Activo VS 22 | |
| | 0 | 3: Cautela Pasiva VS 27 | |
| | 0 | 4: Independencia VS 32 | |
| [redacted] | 12 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | 3 | 1: Active Self-Assertion vs. Affiliative Obedience VS 45 | Diaz-Guerrero Short Form - En. |
| | 5 | 2: Active Internal Control VS 55 | |
| | 2 | 3: Passive Caution VS 60 | |
| | 0 | 4: Independence VS 65 | |
| [redacted] | 14 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | 11 |
| | -0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | 0 | 3: Activismo de Logro VS 129 | |
| | 0 | 4: Activismo Orgulloso VS 130 | |
| | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | 0 | 6: Activismo Audaz VS 132 | |
| | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | -0 | 8: Activismo de Esfuerzo VS 134 | |
| | -0 | 9: Activismo Competitivo VS 135 | |
| | -0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | -0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | 0 | 2: Self vs. Other Initiation VE 98 | |
| | 0 | 3: Self vs. Other Solver VE 99 | |
| | -0 | 4: Self vs. Joint Implementation VE 100 | |
| | 0 | 5: Instrumental vs. Fantasy VE 101 | |
| | 0 | 6: Independence vs. Obedience VE 102 | |
| | 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | 0 | 8: Earned vs. Bestowed VE 104 | |
| | 0 | 9: State of Reality VE 105 | |
| | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | Pattern of Language Use - Home < Sp. Eng. | Pattern of Language Use |
| | | - Street < Sp. Eng. | |
| | | - School < Sp. Eng. | |

SITUATIONS 12

| | | | |
|---|---|---|---|
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60) New 1 | standard | Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29) New 2 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22) x15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 9 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 40 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 3 | IRD Parent Interview (Card 10-#'25) VP3 | | |
| 350 | IRD Teacher Evaluation (Card 2-#'s 23-27) x16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62) New 4 | standard | School |
| 4.37 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31) New 5 | | |
| [illegible] | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17) New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| -0 | Teacher Grades GPA | other | |
| NA<br>NA | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 1.16 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |



|  |  |  |  |  |
|---|---|---|---|---|
| 350 | Spanish Oral X4 | standard |  | BEHAVIORS 13<br>Language |
| 150 | Spanish Written X5 |  |  |  |
| 2.67+ | ~~Spanish Reading~~ ENGLISH FLUENCY – IRD INTERVIEW |  |  |  |
| 500 | English Oral X1 |  |  |  |
| 400 | English Written X2 |  |  |  |
| 2.0 | English Reading X3 |  |  |  |
|  | TOTAL LANGUAGE |  |  |  |
| 450 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 300 | Interaction Posture X55 |  |  |  |
| 250 | Orientation to Knowledge X56 |  |  |  |
| 400 | Empathy X57 |  |  |  |
| 350 | Role Behavior - Task Roles X58 |  |  |  |
| 400 | - Relational Roles X59 |  |  |  |
| 350 | - Individualistic Roles X60 |  |  |  |
| 4.0 | Interaction Management X61 |  |  |  |
| 350 | New Situations X62 |  |  |  |
| 361 | Total Intercultural Adaptation Scale M13 |  |  |  |
| 1.33+ | IRD Taped Student Interview (Quality of attention) | open |  |  |
| 1+ | IRD Taped Student Interview (Type of response) |  |  |  |
| 3 | Field Notes | ethnographic |  |  |
|  | TOTAL FLEXIBLE INTERACTION STYLE |  |  |  |
| 5.0 | Self [redacted] ANT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| — | Peer |  |  |  |
| 3.90 | Teacher |  |  |  |
| 4.45 | Total Peck's Behavior Rating Scale |  |  |  |
| 9999 | Peck's Social Attitudes Inventory Total Coping [redacted] VT138 |  |  |  |
| 2.87 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion |  |
| 2.50 | Authority Mean |  |  |  |
| 3.00 | Interpersonal Relationship Mean |  |  |  |
| 2.80 | Aggression |  |  |  |
| 2.80 | Task Achievement Mean |  |  |  |
| 2.60 | Anxiety Mean |  |  |  |
| 4 | Field Notes(Coping Effectiveness) ETHNET | ethnographic |  |  |
|  | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) |  |  |  |
|  | COMPOSITE BEHAVIORS |  |  |  |

DISPOSITIONS 12

| | | | |
|---|---|---|---|
| 53 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System |
| 323 | Coopersmith's Behavior Rating Form<br>M1 | | |
| 3 | Who Am I (Content-sense of self) | open | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | |
| 1 | Identity (from IRD Taped Interview) | | |
| 0 | History (from IRD Taped Interview) | | |
| 3 | Model (from IRD Taped Interview) | | |
| 1 | Contact (from IRD Taped Interview) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 167 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 400 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | |
| 3 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 1.95 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 2 | Who Am I (Richness) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 14 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 305 | Ramirez & Castaneda Field-Independent<br>Observable Behaviors FLD-INDX | | |
| 418 | Ramirez & Castaneda Field-Sensitive<br>Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

| | | |
|---|---|---|
| | 9999 | Total Active Coping Factor VT 132 |
| | 9999 | Total Passive Coping Factor VT 133 |
| | 1 | Total Active Defensive Factor VT 134 |
| | 1 | Total Passive Defensive Factor VT 135 |
| | 9999 | Total Active VT 136 |
| | 9999 | Total Passive VT 137 |
| | 9999 | Total Coping VT 138 |
| | 2 | Total Defensive VT 139 |
| | 9 | Total Stance - 1. Avoid |
| | 0 | 2. Delay |
| | 14 | 3. Immendiate confrontation |
| | 12 | Total Engagement - 1. Does not engage |
| | 0 | 2. Delay |
| | 11 | 3. Immediate engagement |
| | 7 | Total Affect - 1. Hostile |
| | 3 | 2. Anxious |
| | 13 | 3. Neutral |
| | 0 | 4. Positive |
| | 2 | Authority - Stance - 1. Avoid |
| | 0 | 2. Delay |
| | 2 | 3. Immediate confrontation |
| | 2 | Engagement - 1. Does not engage |
| | 0 | 2. Delay |
| | 2 | 3. Immediate engagement |
| | 2 | Affect - 1. Hostile |
| | 0 | 2. Anxious |
| | 2 | 3. Neutral |
| | 0 | 4. Positive |
| | 2 | Interpersonal Relationships - Stance - 1. Avoid |
| | 0 | 2. Delay |
| | 3 | 3. Immediate confrontation |
| | 3 | Engagement - 1. Does not engage |
| | 0 | 2. Delay |
| | 2 | 3. Immediate engagement |
| | 2 | Affect - 1. Hostile |
| | 1 | 2. Anxious |
| | 2 | 3. Neutral |
| | 0 | 4. Positive |

**DESCRIPTIONS 12**

Coping Style

[illegible] Social Attitude Inventory

Position

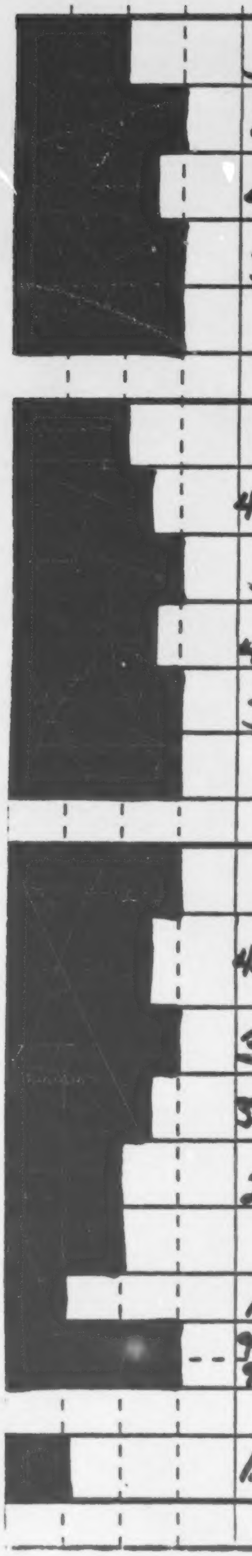
Sentence Completion

12

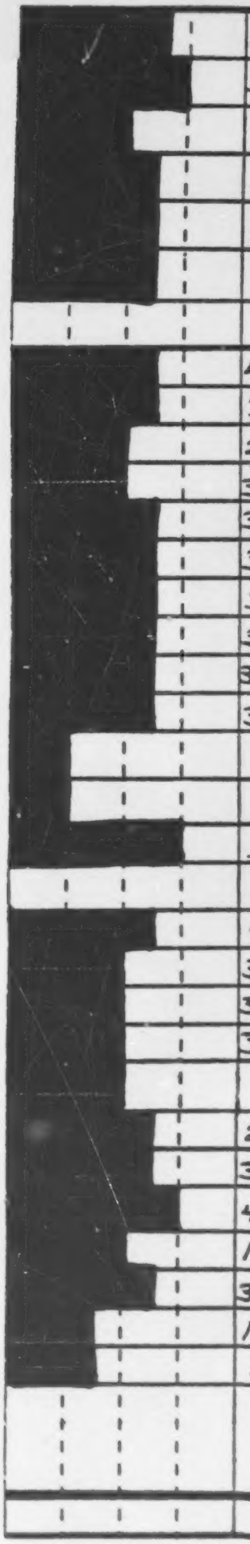
| | | | | | |
|---|---|---|---|---|---|
| | | | | 3 | Aggression - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 3 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate engagement |
| | | | | 1 | Affect - 1. Hostile |
| | | | | 1 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 2 | Task Achievement - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 3 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 1 | Affect - 1. Hostile |
| | | | | 1 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 1 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 1 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 1 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |

2

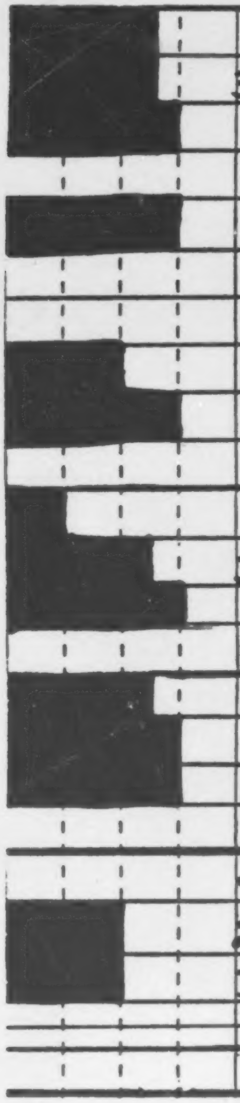
|  |  |  |  |  |
|---|---|---|---|---|
|  | 5 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. | Views of Life/Filosofia de la Vida<br>12 |
|  | 9 | 2: Control Interno Activo VS 22 |  |  |
|  | 2 | 3: Cautela Pasiva VS 27 |  |  |
|  | 2 | 4: Independencia VS 32 |  |  |
| [redacted] | 16 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 |  |  |
|  | 3 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |  |
|  | 1 | 2: Active Internal Control VS 55 |  |  |
|  | 2 | 3: Passive Caution VS 60 |  |  |
|  | 0 | 4: Independence VS 65 |  |  |
| [redacted] | 11 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 |  |  |
|  | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |  |
|  | 0 | 2: Activismo Auto-Fundado VS 128 |  |  |
|  | 0 | 3: Activismo de Logro VS 129 |  |  |
|  | 0 | 4: Activismo Orgulloso VS 130 |  |  |
|  | 0 | 5: Activismo Auto-Confiado VS 131 |  |  |
|  | 0 | 6: Activismo Audaz VS 132 |  |  |
|  | 0 | 7: Activismo de Logro Desafilado VS 133 |  |  |
|  | 0 | 8: Activismo de Esfuerzo VS 134 |  |  |
|  | 0 | 9: Activismo Competitivo VS 135 |  |  |
|  | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 |  |  |
|  | 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |  |
|  | 0 | 2: Self vs. Other Initiation VE 98 |  |  |
|  | 0 | 3: Self vs. Other Solver VE 99 |  |  |
|  | 0 | 4: Self vs. Joint Implementation VE 100 |  |  |
|  | 0 | 5: Instrumental vs. Fantasy VE 101 |  |  |
|  | 0 | 6: Independence vs. Obedience VE 102 |  |  |
|  | 0 | 7: Intrinsic vs. Extrinsic VE 103 |  |  |
|  | 0 | 8: Earned vs. Bestowed VE 104 |  |  |
|  | 0 | 9: State of Reality VE 105 |  |  |
|  | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 |  |  |
|  |  | Compare ethnographic discussion of coping style in ethnographies | ethnographic |  |
|  |  | Pattern of Language Use - Home < Sp.<br>Eng. | Pattern of Language Use |  |
|  |  | - Street < Sp.<br>Eng. |  |  |
|  |  | - School < Sp.<br>Eng. |  |  |



| | | | SITUATIONS /3 |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 467 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 472 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 3 | IRD Parent Interview (Card 10-#'s 25)<br>VP3 | | |
| 433 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 466 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3375 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 1.6 | Teacher Grades<br>GPA | other | |
| - - 90%<br>94% | Achievement Tests (CRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 1.08 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |



| | | | | BEHAVIORS 13 |
|---|---|---|---|---|
| 400 | Spanish Oral<br>X4 | standard | | Language |
| 300 | Spanish Written<br>X5 | | | |
| 1.67[†] | ~~[illegible]~~<br>ENGLISH FLUENCY – IRD INTERVIEW | | | |
| 400 | English Oral<br>X1 | | | |
| 400 | English Written<br>X2 | | | |
| 4.0 | English Reading<br>X3 | | | |
| | TOTAL LANGUAGE | | | |
| 400 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 300 | Interaction Posture X55 | | | |
| 225 | Orientation to Knowledge X56 | | | |
| 375 | Empathy X57 | | | |
| 350 | Role Behavior - Task Roles X58 | | | |
| 350 | - Relational Roles X59 | | | |
| 350 | - Individualistic Roles X60 | | | |
| 375 | Interaction Management X61 | | | |
| 375 | New Situations X62 | | | |
| 344 | Total Intercultural Adaptation Scale M13 | | | |
| 1.17[†] | IRD Taped Student Interview (Quality of attention) | open | | |
| 1[†] | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.9 | Self ~~[illegible]~~ NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 3.20 | Peer | | | |
| 3.52 | Teacher | | | |
| 3.87 | Total Peck's Behavior Rating Scale | | | |
| 8 | Peck's Social Attitudes Inventory Total Coping ~~[illegible]~~ VT138 | | | |
| 2.72 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 3.00 | Authority Mean | | | |
| 4.20 | Interpersonal Relationship Mean | | | |
| 1.80 | Aggression | | | |
| 3.33 | Task Achievement Mean | | | |
| 1.60 | Anxiety Mean | | | |
| 3 | Field Notes (Coping Effectiveness) ETHNO | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |



| | | | | |
|---|---|---|---|---|
| 44 | Coopersmith's Self-Esteem Inventory VT 198 | standard | Self-System | DISPOSITIONS /13 |
| 356 | Coopersmith's Behavior Rating Form M1 | | | |
| 3 | Who Am I (Content-sense of self) | open | | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | | |
| 3 | Identity (from IRD Taped Interview) | | | |
| 0 | History (from IRD Taped Interview) | | | |
| 0 | Model (from IRD Taped Interview) | | | |
| 1 | Contact (from IRD Taped Interview) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL SELF-SYSTEM | | | |
| 1† | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| 375 | Ruben's Flexible Interaction Style Empathy X57 | standard | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL EMPATHIC ABILITY | | | |
| 117† | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| 3 | Who Am I (Richness) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| 1111 | Children's Embedded Figures Test (Field Independence) VT 51 | standard | Cognitive Style | |
| 268 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | | |
| 366 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENA | | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | | |
| | COMPOSITE DISPOSITIONS | | | |

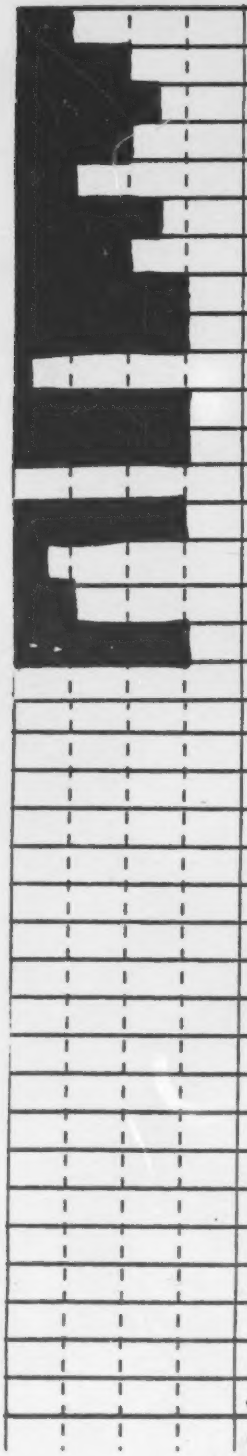
DESCRIPTIONS 13

Coping Style

[illegible] Social Attitudes Inventory

Peck's Sentence Completion

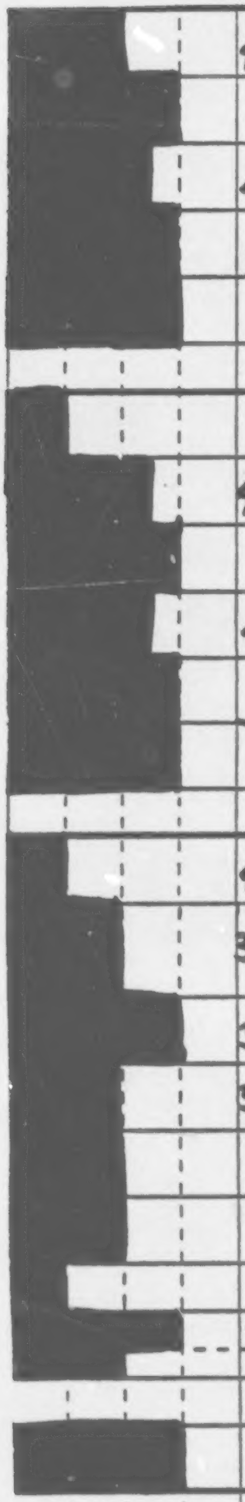
13



| | |
|---|---|
| 2 | Total Active Coping Factor VT 132 |
| 6 | Total Passive Coping Factor VT 133 |
| 3 | Total Active Defensive Factor VT 134 |
| 4 | Total Passive Defensive Factor VT 135 |
| 5 | Total Active VT 136 |
| 10 | Total Passive VT 137 |
| 8 | Total Coping VT 138 |
| 7 | Total Defensive VT 139 |
| 11 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 10 | 3. Immendiate confrontation |
| 11 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 11 | 3. Immediate engagement |
| 2 | Total Affect - 1. Hostile |
| 5 | 2. Anxious |
| 15 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Authority - Stance - 1. Avoid |
| 1 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 4 | 3. Immediate confrontation |
| 0 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 5 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 5 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 4 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate engagement |
|  |  |  |  | 2 | Affect - 1. Hostile |
|  |  |  |  | 2 | 2. Anxious |
|  |  |  |  | 1 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 1 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 1 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 4 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

| | | | |
|---|---|---|---|
| 0 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. | Views of Life/Filosofia de la Vida |
| 0 | 2: Control Interno Activo VS 22 | | |
| 2 | 3: Cautela Pasiva VS 27 | | |
| 0 | 4: Independencia VS 32 | | |
| 16 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | | |
| 5 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. | |
| 1 | 2: Active Internal Control VS 55 | | |
| 2 | 3: Passive Caution VS 60 | | |
| 4 | 4: Independence VS 65 | | |
| 15 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | | |
| 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. | 13 |
| 0 | 2: Activismo Auto-Fundado VS 128 | | |
| 0 | 3: Activismo de Logro VS 129 | | |
| 0 | 4: Activismo Orgulloso VS 130 | | |
| 0 | 5: Activismo Auto-Confiado VS 131 | | |
| 0 | 6: Activismo Audaz VS 132 | | |
| 0 | 7: Activismo de Logro Desafilado VS 133 | | |
| 0 | 8: Activismo de Esfuerzo VS 134 | | |
| 0 | 9: Activismo Competitivo VS 135 | | |
| 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | | |
| 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - En. | |
| 0 | 2: Self vs. Other Initiation VE 98 | | |
| 0 | 3: Self vs. Other Solver VE 99 | | |
| 0 | 4: Self vs. Joint Implementation VE 100 | | |
| 0 | 5: Instrumental vs. Fantasy VE 101 | | |
| 0 | 6: Independence vs. Obedience VE 102 | | |
| 0 | 7: Intrinsic vs. Extrinsic VE 103 | | |
| 0 | 8: Earned vs. Bestowed VE 104 | | |
| 0 | 9: State of Reality VE 105 | | |
| 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | | |
| | Compare ethnographic discussion of coping style in ethnographies | ethnographic | |
| | Pattern of Language Use - Home < Sp. / Eng. | | Pattern of Language Use |
| | - Street < Sp. / Eng. | | |
| | - School < Sp. / Eng. | | |



| | | | SITUATIONS/4 |
|---|---|---|---|
| (5)<br>9999 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 433 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 4 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 4.44 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 3 | IRD Parent Interview (Card 10-#'s 25)<br>VP3 | | |
| 433 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| (4)<br>9999 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 377 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3100 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 1.8 | Teacher Grades<br>GPA | other | |
| 95%<br>83% | Achievement Tests (PRT/PNT) | | |
| | TOTAL SCHOOL | | |
| 3 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | 9999 | Coopersmith's Self-Esteem Inventory VT 198 | standard | **DISPOSITIONS** 14<br>Self-System |
| | | | | 379 | Coopersmith's Behavior Rating Form M1 | | |
| | | | | 3 | Who Am I (Content-sense of self) | open | |
| | | | | 1 | Who Am I - Presence of cultural/linguistic identifier | | |
| | | | | 3 | Identity (from IRD Taped Interview) | | |
| | | | | 1 | History (from IRD Taped Interview) | | |
| | | | | 1 | Model (from IRD Taped Interview) | | |
| | | | | 2 | Contact (from IRD Taped Interview) | | |
| | | | | 3 | Field Notes | ethnographic | |
| | | | | | TOTAL SELF-SYSTEM | | |
| | | | | 3 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| | | | | 333 | Ruben's Flexible Interaction Style Empathy X57 | standard | |
| | | | | 3 | Field Notes | ethnographic | |
| | | | | | TOTAL EMPATHIC ABILITY | | |
| | | | | 267 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| | | | | 3 | Who Am I (Richness) | | |
| | | | | 3 | Field Notes | ethnographic | |
| | | | | | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| | | | | 13 | Children's Embedded Figures Test (Field Independence) VT 51 | standard | Cognitive Style |
| | | | | 317 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| | | | | 355 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | | | | | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | | | | | COMPOSITE DISPOSITIONS | | |

BEHAVIORS 14

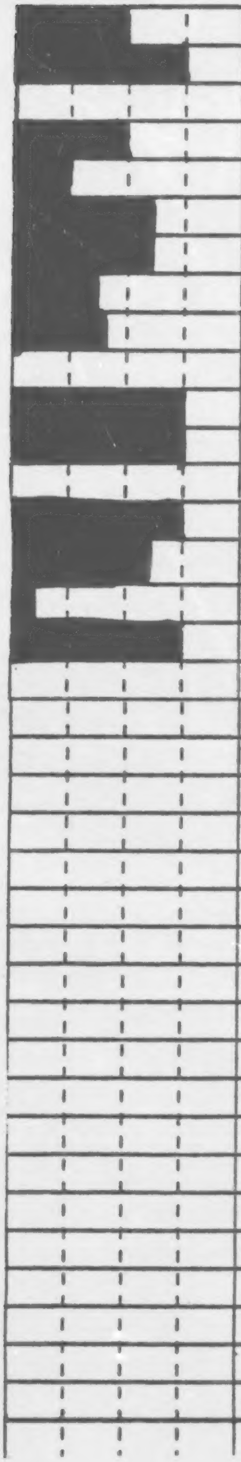
| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 9999 | Spanish Oral X4 | standard | | Language |
| | | | | 9999 | Spanish Written X5 | | | |
| ■ | ■ | ■ | | 267 | ~~Spanish Reading~~ ENGLISH FLUENCY - IRD INTERVIEW | | | |
| ■ | ■ | ■ | | 500 | English Oral X1 | | | |
| ■ | ■ | | | 333 | English Written X2 | | | |
| ■ | ■ | | | 333 | English Reading X3 | | | |
| | | | | | TOTAL LANGUAGE | | | |
| ■ | ■ | | | 367 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| ■ | | | | 200 | Interaction Posture X55 | | | |
| ■ | ■ | | | 267 | Orientation to Knowledge X56 | | | |
| ■ | ■ | | | 333 | Empathy X57 | | | |
| ■ | ■ | | | 300 | Role Behavior - Task Roles X58 | | | |
| ■ | ■ | | | 300 | - Relational Roles X59 | | | |
| ■ | ■ | ■ | | 400 | - Individualistic Roles X60 | | | |
| ■ | ■ | | | 533 | Interaction Management X61 | | | |
| ■ | ■ | | | 367 | New Situations X62 | | | |
| ■ | ■ | | | 319 | Total Intercultural Adaptation Scale M13 | | | |
| ■ | ■ | ■ | | 3 | IRD Taped Student Interview (Quality of attention) | open | | |
| ■ | ■ | ■ | | 3 | IRD Taped Student Interview (Type of response) | | | |
| ■ | ■ | ■ | | 3 | Field Notes | ethnographic | | |
| | | | | | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| ■ | ■ | | | 4.0 | Self AVF 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| ■ | | | | 2.81 | Peer | | | |
| ■ | ■ | | | 3.51 | Teacher | | | |
| ■ | ■ | | | 3.49 | Total Peck's Behavior Rating Scale | | | |
| ■ | ■ | | | 12 | Peck's Social Attitudes Inventory Total Coping VF 138 | | | |
| ■ | ■ | | | 2.82 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| ■ | ■ | ■ | | 4.33 | Authority Mean | | | |
| ■ | ■ | ■ | | 3.80 | Interpersonal Relationship Mean | | | |
| ■ | | | | 1.00 | Aggression | | | |
| ■ | ■ | | | 4.00 | Task Achievement Mean | | | |
| ■ | | | | 1.60 | Anxiety Mean | | | |
| ■ | ■ | ■ | | 6 | Field Notes (Coping Effectiveness) ETHNO | ethnographic | | |
| | | | | | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | | | | | COMPOSITE BEHAVIORS | | | |

# DESCRIPTIONS 14

Coping Style

[illegible] Social Attitudes Inventory

Sentence Completion



| | |
|---|---|
| 5 | Total Active Coping Factor VT 132 |
| 7 | Total Passive Coping Factor VT 133 |
| 0 | Total Active Defensive Factor VT 134 |
| 4 | Total Passive Defensive Factor VT 135 |
| 5 | Total Active VT 136 |
| 11 | Total Passive VT 137 |
| 12 | Total Coping VT 138 |
| 4 | Total Defensive VT 139 |
| 7 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 16 | 3. Immendiate confrontation |
| 12 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 11 | 3. Immediate engagement |
| 9 | Total Affect - 1. Hostile |
| 2 | 2. Anxious |
| 13 | 3. Neutral |
| 0 | 4. Positive |
| 0 | Authority - Stance - 1. Avoid |
| 6 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 0 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 3 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 0 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 5 | 3. Immediate confrontation |
| 1 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 4 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

14

| | | | | | |
|---|---|---|---|---|---|
| | | | | 2 | Aggression - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 5 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 0 | 3. Immediate engagement |
| | | | | 5 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 0 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 1 | Task Achievement - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 4 | 3. Immediate confrontation |
| | | | | 2 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 5 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 4 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 2 | Affect - 1. Hostile |
| | | | | 1 | 2. Anxious |
| | | | | 2 | 3. Neutral |
| | | | | 0 | 4. Positive |

| | | | |
|---|---|---|---|
| | 4 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| | 7 | 2: Control Interno Activo VS 22 | |
| | 0 | 3: Cautela Pasiva VS 27 | |
| | 0 | 4: Independencia VS 32 | |
| [redacted] | 19 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | 1 | 1: Active Self-Assertion vs. Affiliative Obedience VS 45 | Diaz-Guerrero Short Form - En. |
| | 9 | 2: Active Internal Control VS 55 | |
| | 4 | 3: Passive Caution VS 60 | |
| | 3 | 4: Independence VS 65 | |
| [redacted] | 22 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | 0 | 3: Activismo de Logro VS 129 | |
| | 0 | 4: Activismo Orgulloso VS 130 | |
| | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | 0 | 6: Activismo Audaz VS 132 | |
| | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | 0 | 9: Activismo Competitivo VS 135 | |
| | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Sp. |
| | 0 | 2: Self vs. Other Initiation VE 98 | |
| | 0 | 3: Self vs. Other Solver VE 99 | |
| | 0 | 4: Self vs. Joint Implementation VE 100 | |
| | 0 | 5: Instrumental vs. Fantasy VE 101 | |
| | 0 | 6: Independence vs. Obedience VE 102 | |
| | 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | 0 | 8: Earned vs. Bestowed VE 104 | |
| | 0 | 9: State of Reality VE 105 | |
| | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | **Compare ethnographic discussion of coping style in ethnographies** | ethnographic |
| | | **Pattern of Language Use - Home <Sp. En.** | |
| | | **- Street <Sp. Eng.** | |
| | | **- School <Sp. Eng.** | |

Views of Life/Filosofia de la Vida

14

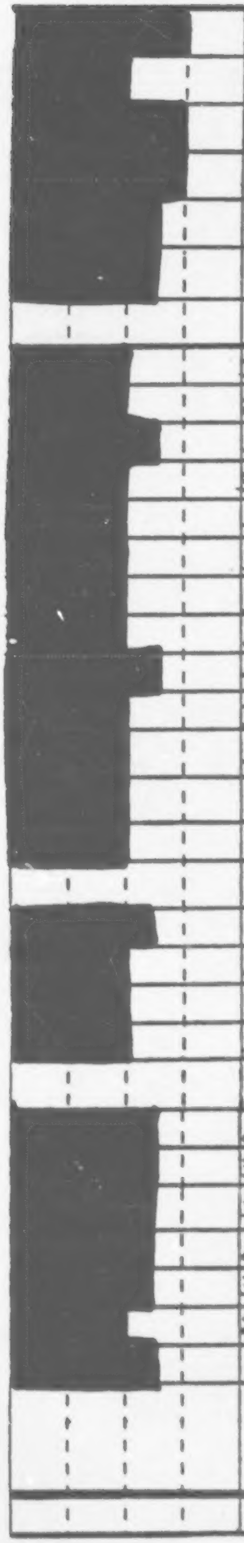
Pattern of Language Use

SITUATIONS 15

| | | | |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60) New 1 | standard | Home |
| 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29) New 2 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22) X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| (5) 9999 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 3.58 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#'s 25) VP3 | | |
| 4.00 | IRD Teacher Evaluation (Card 2-#'s 23-27) X16 | | |
| 2 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62) New 4 | standard | School |
| 3.96 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#'s 30.31) New 5 | | |
| 3.33 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17) New 6 | | |
| 2 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 2.1 | Teacher Grades GPA | other | |
| 78%<br>26% | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 2.16 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

| | | | | |
|---|---|---|---|---|
| | 9999 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | **DISPOSITIONS** 15<br>Self-System |
| [redacted] | 337 | Coopersmith's Behavior Rating Form<br>M1 | | |
| [redacted] | 2 | Who Am I (Content-sense of self) | open | |
| [redacted] | 1 | Who Am I - Presence of cultural/linguistic identifier | | |
| | 0 | Identity (from IRD Taped Interview) | | |
| [redacted] | 1 | History (from IRD Taped Interview) | | |
| | 0 | Model (from IRD Taped Interview) | | |
| [redacted] | 0 | Contact (from IRD Taped Interview) | | |
| [redacted] | 2 | Field Notes | ethnographic | |
| | | TOTAL SELF-SYSTEM | | |
| [redacted] | 3 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| [redacted] | 325 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | |
| [redacted] | 2 | Field Notes | ethnographic | |
| | | TOTAL EMPATHIC ABILITY | | |
| [redacted] | 2.16 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| [redacted] | 2 | Who Am I (Richness) | | |
| [redacted] | 3 | Field Notes | ethnographic | |
| | | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| | 9999 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| [redacted] | 327 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| [redacted] | 330 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | | COMPOSITE DISPOSITIONS | | |

BEHAVIORS 15



| | | | | |
|---|---|---|---|---|
| 500 | Spanish Oral<br>x4 | standard | | Language |
| 200 | Spanish Written<br>x5 | | | |
| 2.67 | ~~Spanish Reading~~<br>ENGLISH FLUENCY – IRD INTERVIEW | | | |
| 500 | English Oral<br>x1 | | | |
| 400 | English Written<br>x2 | | | |
| 4.75 | English Reading x3 | | | |
| | TOTAL LANGUAGE | | | |
| 325 | Respect x54 | standard | Rubon's Intercultural Adaptation Scale | Flexible Interaction Style |
| 275 | Interaction Posture x55 | | | |
| 350 | Orientation to Knowledge x56 | | | |
| 325 | Empathy x57 | | | |
| 325 | Role Behavior - Task Roles x58 | | | |
| 325 | - Relational Roles x59 | | | |
| 300 | - Individualistic Roles x60 | | | |
| 275 | Interaction Management x61 | | | |
| 400 | New Situations x62 | | | |
| 322 | Total Intercultural Adaptation Scale m13 | | | |
| 233 | IRD Taped Student Interview (Quality of attention) | open | | |
| 2 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.5 | Self ANT23 | standard | Peck's Behavior Rating Scal. | Coping Ability |
| 3.17 | Peer | | | |
| 3.48 | Teacher | | | |
| 3.71 | Total Peck's Behavior Rating Scale | | | |
| 9999 | Peck's Social Attitudes Inventory<br>Total Coping VT438 | | | |
| 2.82 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 3.25 | Authority Mean | | | |
| 3.00 | Interpersonal Relationship Mean | | | |
| 220 | Aggression | | | |
| 3.75 | Task Achievement Mean | | | |
| 2.20 | Anxiety Mean | | | |
| 4 | Field Notes (Coping Effectiveness) ETHNRT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

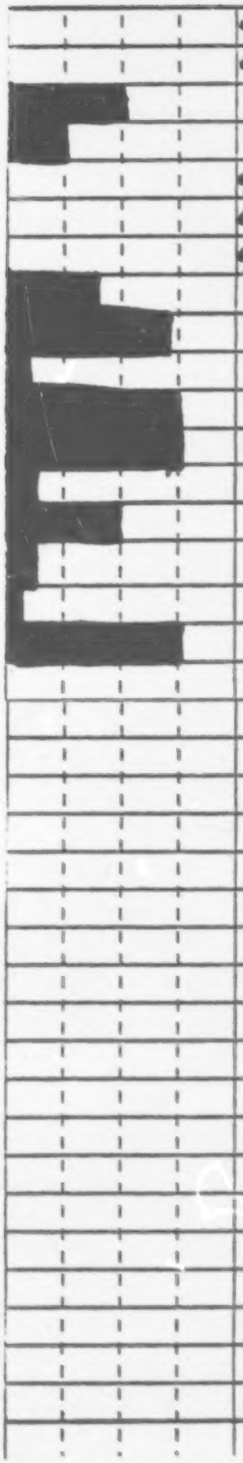
# DESCRIPTIONS 15

Coping Style

[illegible] Social [illegible] Inventory

Rock's Sentence Completion

15



| | |
|---|---|
| 9999 | Total Active Coping Factor VT 132 |
| 9999 | Total Passive Coping Factor VT 133 |
| 2 | Total Active Defensive Factor VT 134 |
| 2 | Total Passive Defensive Factor VT 135 |
| 9999 | Total Active VT 136 |
| 9999 | Total Passive VT 137 |
| 9999 | Total Coping VT 138 |
| 4 | Total Defensive VT 139 |
| 10 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 12 | 3. Immendiate confrontation |
| 14 | Total Engagement - 1. Does not engage |
| 2 | 2. Delay |
| 7 | 3. Immediate engagement |
| 4 | Total Affect - 1. Hostile |
| 2 | 2. Anxious |
| 17 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 3 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 5 | 3. Neutral |
| 0 | 4. Positive |

| | | | | | |
|---|---|---|---|---|---|
| | | | | 3 | Aggression - **Stance** - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 4 | **Engagement** - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate engagement |
| | | | | 3 | **Affect** - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 2 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 0 | Task Achievement - **Stance** - 1. Avoid |
| | | | | 1 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 2 | **Engagement** - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 0 | **Affect** - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 4 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 3 | Anxiety - **Stance** - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 3 | **Engagement** - 1. Does not engage |
| | | | | 2 | 2. Delay |
| | | | | 0 | 3. Immediate confrontation |
| | | | | 0 | **Affect** - 1. Hostile |
| | | | | 2 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |

| | | | |
|---|---|---|---|
| | 5 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| | 1 | 2: Control Interno Activo VS 22 | |
| | 2 | 3: Cautela Pasiva VS 27 | |
| | 0 | 4: Independencia VS 32 | |
| ■ | 10 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| | 0 | 2: Active Internal Control VS 55 | |
| | 0 | 3: Passive Caution VS 60 | |
| | 0 | 4: Independence VS 65 | |
| | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | 0 | 3: Activismo de Logro VS 129 | |
| | 0 | 4: Activismo Orgulloso VS 130 | |
| | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | 0 | 6: Activismo Audaz VS 132 | |
| | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | 0 | 9: Activismo Competitivo VS 135 | |
| | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | 3 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | 6 | 2: Self vs. Other Initiation VE 98 | |
| | 4 | 3: Self vs. Other Solver VE 99 | |
| | 6 | 4: Self vs. Joint Implementation VE 100 | |
| | 4 | 5: Instrumental vs. Fantasy VE 101 | |
| | 1 | 6: Independence vs. Obedience VE 102 | |
| | 5 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | 2 | 8: Earned vs. Bestowed VE 104 | |
| | 2 | 9: State of Reality VE 105 | |
| ■ | 43/33 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |

Views of Life/Filosofia de la Vida

15

| | | |
|---|---|---|
| Pattern of Language Use - Home < Sp. / Eng. | | Pattern of Language Use |
| - Street < Sp. / Eng. | | |
| - School < Sp. / Eng. | | |

00091

| | | | SITUATIONS 16 |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 9 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>x15 | | |
| 2 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 4.75 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 2 | IRD Parent Interview (Card 10-#'25)<br>VP3 | | |
| 375 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>x16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 4.5 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 9-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 30 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3350 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 26 | Teacher Grades<br>GPA | other | |
| –<br>– | Achievement Tests (CRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 3 | IRD Taped Student Interview (#4, "Quality of attention, social competency exhibited-low, med., high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

|  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| ■ | ■ |  |  | 39 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 16 |
| ■ | ■ |  |  | 3/3 | Coopersmith's Behavior Rating Form<br>M1 |  |  |  |
| ■ | ■ | ■ |  | 3 | Who Am I (Content-Sense of self) | open |  |  |
|  |  |  |  | 0 | Who Am I - Presence of cultural/linguistic identifier |  |  |  |
| ■ | ■ |  |  | 2 | Identity (from IRD Taped Interview) |  |  |  |
|  |  |  |  | 0 | History (from IRD Taped Interview) |  |  |  |
|  |  |  |  | 0 | Model (from IRD Taped Interview) |  |  |  |
| ■ |  |  |  | 0 | Contact (from IRD Taped Interview) |  |  |  |
| ■ | ■ | ■ |  | 3 | Field Notes | ethnographic |  |  |
|  |  |  |  |  | TOTAL SELF-SYSTEM |  |  |  |
| ■ | ■ | ■ |  | 2/7 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |  |
| ■ | ■ | ■ |  | 400 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard |  |  |
| ■ | ■ | ■ |  | 3 | Field Notes | ethnographic |  |  |
|  |  |  |  |  | TOTAL EMPATHIC ABILITY |  |  |  |
| ■ | ■ | ■ |  | 3 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |  |
| ■ | ■ | ■ |  | 3 | Who Am I (Richness) |  |  |  |
| ■ | ■ | ■ |  | 3 | Field Notes | ethnographic |  |  |
|  |  |  |  |  | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY |  |  |  |
| ■ | ■ | ■ |  | 20 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |  |
| ■ | ■ | ■ |  | 303 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX |  |  |  |
| ■ | ■ | ■ |  | 410 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX |  |  |  |
|  |  |  |  |  | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive |  |  |  |
|  |  |  |  |  | COMPOSITE DISPOSITIONS |  |  |  |

BEHAVIORS 16

|  |  |  |  |  |
|---|---|---|---|---|
| 150 | Spanish Oral X4 | standard |  | Language |
| 100 | Spanish Written X5 |  |  |  |
| 3 | ~~[illegible]~~ ENGLISH FLUENCY - IRD INTERVIEW |  |  |  |
| 467 | English Oral X[illegible] |  |  |  |
| 333 | English Written X2 |  |  |  |
| 3.67 | English Reading X3 |  |  |  |
|  | TOTAL LANGUAGE |  |  |  |
| 400 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 350 | Interaction Posture X55 |  |  |  |
| 300 | Orientation to Knowledge X56 |  |  |  |
| 400 | Empathy X57 |  |  |  |
| 350 | Role Behavior - Task Roles X58 |  |  |  |
| 350 | - Relational Roles X59 |  |  |  |
| 300 | - Individualistic Roles X60 |  |  |  |
| 3.75 | Interaction Management X61 |  |  |  |
| 400 | New Situations X62 |  |  |  |
| 358 | Total Intercultural Adaptation Scale M13 |  |  |  |
| 3 | IRD Taped Student Interview (Quality of attention) | open |  |  |
| 3 | IRD Taped Student Interview (Type of response) |  |  |  |
| 3 | Field Notes | ethnographic |  |  |
|  | TOTAL FLEXIBLE INTERACTION STYLE |  |  |  |
| 4.8 | Self ~~[illegible]~~ NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| — | Peer |  |  |  |
| 3.45 | Teacher |  |  |  |
| 4.12 | Total Peck's Behavior Rating Scale |  |  |  |
| 12 | Peck's Social Attitudes Inventory Total Coping ~~[illegible]~~ VT38 |  |  |  |
| 2.69 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion |  |
| 2.50 | Authority Mean |  |  |  |
| 4.00 | Interpersonal Relationship Mean |  |  |  |
| 1.40 | Aggression |  |  |  |
| 4.50 | Task Achievement Mean |  |  |  |
| 1.40 | Anxiety Mean |  |  |  |
| 6 | Field Notes (Coping Effectiveness) ETHNET | ethnographic |  |  |
|  | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) |  |  |  |
|  | COMPOSITE BEHAVIORS |  |  |  |

| | |
|---|---|
| 5 | Total Active Coping Factor VT 132 |
| 7 | Total Passive Coping Factor VT 133 |
| 0 | Total Active Defensive Factor VT 134 |
| 4 | Total Passive Defensive Factor VT 135 |
| 5 | Total Active VT 136 |
| 11 | Total Passive VT 137 |
| 12 | Total Coping VT 138 |
| 4 | Total Defensive VT 139 |
| 8 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 14 | 3. Immendiate confrontation |
| 13 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 9 | 3. Immediate engagement |
| 6 | Total Affect - 1. Hostile |
| 4 | 2. Anxious |
| 13 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 0 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 5 | 3. Immediate confrontation |
| 1 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 4 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

**DESCRIPTIONS 16**

Coping Style

[illegible] Social Attitude Inventory

[illegible]

Beck's

Sentence Completion

16

| | | | | | |
|---|---|---|---|---|---|
| | | | | 2 | Aggression - Stance - 1. Avoid |
| | | | | 1 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 5 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 0 | 3. Immediate engagement |
| | | | | 4 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 1 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 0 | Task Achievement - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 4 | 3. Immediate confrontation |
| | | | | 1 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 4 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 4 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 1 | 2. Delay |
| | | | | 0 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 3 | 2. Anxious |
| | | | | 2 | 3. Neutral |
| | | | | 0 | 4. Positive |

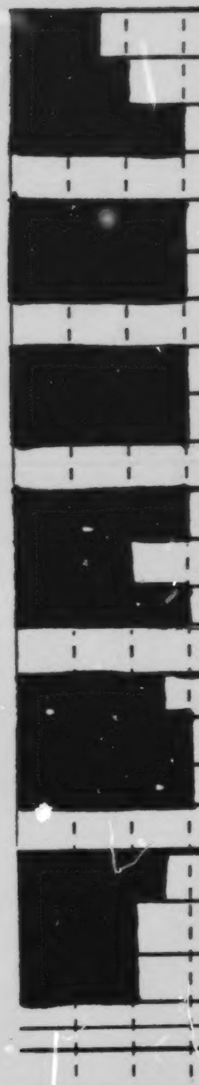
16

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 0 | 1: Autofirmacion Activa vs. Obediencia Afiliativa VS 10 | Views of Life/Filosofia de la Vida<br>Diaz-Guerrero Short Form - Sp. |
| | | | | 0 | 2: Control Interno Activo VS 22 | |
| | | | | 0 | 3: Cautela Pasiva VS 27 | |
| | | | | 0 | 4: Independencia VS 32 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. VS 20 | |
| | | | | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 45 | Diaz-Guerrero Short Form - En. |
| | | | | 0 | 2: Active Internal Control VS 55 | |
| | | | | 0 | 3: Passive Caution VS 60 | |
| | | | | 0 | 4: Independence VS 65 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. VS 25 | |
| | | | | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | | | | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | | | | 0 | 3: Activismo de Logro VS 129 | |
| | | | | 0 | 4: Activismo Orgulloso VS 130 | |
| | | | | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | | | | 0 | 6: Activismo Audaz VS 132 | |
| | | | | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | | | | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | | | | 0 | 9: Activismo Competitivo VS 135 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | | | | 4 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | | | | 3 | 2: Self vs. Other Initiation VE 98 | |
| | | | | 3 | 3: Self vs. Other Solver VE 99 | |
| | | | | 3 | 4: Self vs. Joint Implementation VE 100 | |
| | | | | 4 | 5: Instrumental vs. Fantasy VE 101 | |
| | | | | 1 | 6: Independence vs. Obedience VE 102 | |
| | | | | 3 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | | | | 4 | 8: Earned vs. Bestowed VE 104 | |
| | | | | 1 | 9: State of Reality VE 105 | |
| [redacted] | | | | 4/26 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | | | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | | | | Pattern of Language Use - Home < Sp. | Pattern of Language Use |
| | | | | | Eng. | |
| | | | | | - Street < Sp. | |
| | | | | | Eng. | |
| | | | | | - School < Sp. | |
| | | | | | Eng. | |

16

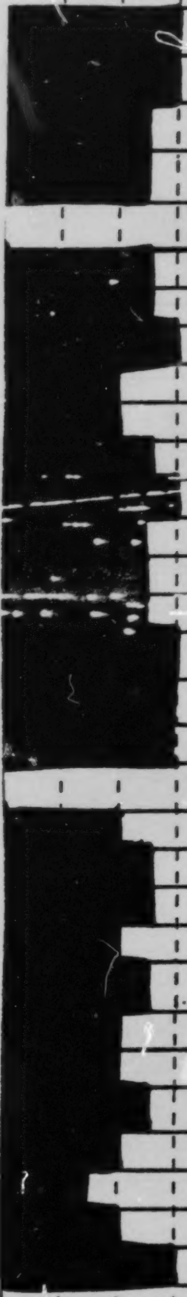
SITUATIONS 17

| | | | |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 4.0 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 3 | IRD Parent Interview (Card 10-#'25)<br>VP3 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 4 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 45 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 9999 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 2 | Teacher Grades<br>GPA | other | |
| —<br>— | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 3 | IRD Taped Student Interview (#4. Quality of attention, social competency exhibited-low, med., high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |



| | | | | |
|---|---|---|---|---|
| 35 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 17 |
| 346 | Coopersmith's Behavior Rating Form<br>M1 | | | |
| 3 | Who Am I (Content-sense of self) | open | | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | | |
| 3 | Identity (from IRD Taped Interview) | | | |
| 1 | History (from IRD Taped Interview) | | | |
| 0 | Model (from IRD Taped Interview) | | | |
| 2 | Contact (from IRD Taped Interview) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL SELF-SYSTEM | | | |
| 267 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| 300 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL EMPATHIC ABILITY | | | |
| 275 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| 3 | Who Am I (Richness) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| 16 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style | |
| 264 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | | |
| 374 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | | |
| | COMPOSITE DISPOSITIONS | | | |

17



| | | | | |
|---|---|---|---|---|
| 9999 | Spanish Oral<br>x4 | standard | | BEHAVIORS<br>Language |
| 9999 | Spanish Written<br>x5 | | | |
| 267 | ~~Spanish Reading~~<br>ENGLISH FLUENCY — IRD INTERVIEW | | | |
| 500 | English Oral<br>x1 | | | |
| 400 | English Written<br>x2 | | | |
| 4.0 | English Reading x3 | | | |
| | TOTAL LANGUAGE | | | |
| 400 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 300 | Interaction Posture x55 | | | |
| 400 | Orientation to Knowledge x56 | | | |
| 300 | Empathy x57 | | | |
| 300 | Role Behavior - Task Roles x58 | | | |
| 400 | - Relational Roles x59 | | | |
| 400 | - Individualistic Roles x60 | | | |
| 4.0 | Interaction Management x61 | | | |
| 400 | New Situations x62 | | | |
| 367 | Total Intercultural Adaptation Scale m13 | | | |
| 3 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 3.7 | Self [illegible] AT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 3.63 | Peer | | | |
| 3.81 | Teacher | | | |
| 3.71 | Total Peck's Behavior Rating Scale | | | |
| 12 | Peck's Social Attitudes Inventory Total Coping [illegible] VT138 | | | |
| 2.17 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 2.50 | Authority Mean | | | |
| 2.80 | Interpersonal Relationship Mean | | | |
| 1.80 | Aggression | | | |
| 2.00 | Task Achievement Mean | | | |
| 1.80 | Anxiety Mean | | | |
| 6 | Field Notes (Coping Effectiveness) ETHNO-ST | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

## DESCRIPTIONS 17

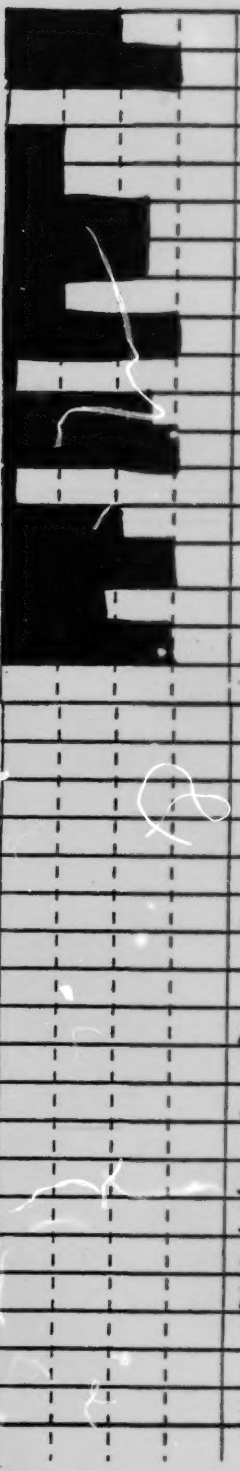
Coping Style

Social Attitudes Inventory

People

Sentence Completion

17



| | |
|---|---|
| 5 | Total Active Coping Factor VT 132 |
| 7 | Total Passive Coping Factor VT 133 |
| 0 | Total Active Defensive Factor VT 134 |
| 2 | Total Passive Defensive Factor VT 135 |
| 5 | Total Active VT 136 |
| 9 | Total Passive VT 137 |
| 12 | Total Coping VT 138 |
| 2 | Total Defensive VT 139 |
| 14 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 8 | 3. Immendiate confrontation |
| 15 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 7 | 3. Immediate engagement |
| 9 | Total Affect - 1. Hostile |
| 4 | 2. Anxious |
| 10 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |

| | | | | | |
|---|---|---|---|---|---|
| | | | | 3 | Aggression - Stance - 1. Avoid |
| | | | | 1 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate engagement |
| | | | | 4 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 1 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 3 | Task Achievement - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 2 | Engagement - 1. Does not engage |
| | | | | 1 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 3 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 1 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 4 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 2 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |

M

17

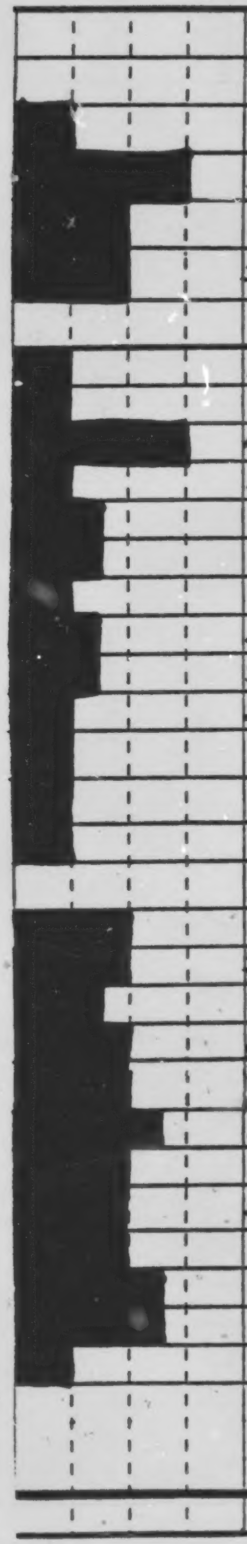
Views of Life/Filosofia de la Vida

|  |  |  |  |
|---|---|---|---|
|  | 0 | 1: Autofirmacion Activa vs. Obediencia Afiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
|  | 0 | 2: Control Interno Activo VS 22 |  |
|  | 0 | 3: Cautela Pasiva VS 27 |  |
|  | 0 | 4: Independencia VS 32 |  |
|  | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M 20 |  |
|  | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
|  | 0 | 2: Active Internal Control VS 55 |  |
|  | 0 | 3: Passive Caution VS 60 |  |
|  | 0 | 4: Independence VS 65 |  |
|  | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 |  |
|  | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
|  | 7 | 2: Activismo Auto-Fundado VS 128 |  |
|  | 2 | 3: Activismo de Logro VS 129 |  |
|  | 1 | 4: Activismo Orgulloso VS 130 |  |
|  | 1 | 5: Activismo Auto-Confiado VS 131 |  |
|  | 2 | 6: Activismo Audaz VS 132 |  |
|  | 7 | 7: Activismo de Logro Desafilado VS 133 |  |
|  | 1 | 8: Activismo de Esfuerzo VS 134 |  |
|  | 3 | 9: Activismo Competitivo VS 135 |  |
| [redacted] | 28/24 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 |  |
|  | 3 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
|  | 5 | 2: Self vs. Other Initiation VE 98 |  |
|  | 2 | 3: Self vs. Other Solver VE 99 |  |
|  | 1 | 4: Self vs. Joint Implementation VE 100 |  |
|  | 5 | 5: Instrumental vs. Fantasy VE 101 |  |
|  | 0 | 6: Independence vs. Obedience VE 102 |  |
|  | 4 | 7: Intrinsic vs. Extrinsic VE 103 |  |
|  | 3 | 8: Earned vs. Bestowed VE 104 |  |
|  | 2 | 9: State of Reality VE 105 |  |
| [redacted] | 54/25 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 |  |
|  |  | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
|  |  | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
|  |  | - Street < Sp. / Eng. |  |
|  |  | - School < Sp. / Eng. |  |

| | | | SITUATIONS 18 |
|---|---|---|---|
| 4 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60) New 1 | standard | Home |
| 11 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29) New 2 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22) X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 3.83 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 2 | IRD Parent Interview (Card 10-#'25) VP3 | | |
| 200 | IRD Teacher Evaluation (Card 2-#'s 23-27) X16 | | |
| 1 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 4 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62) New 4 | standard | School |
| 3.41 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31) New 5 | | |
| 2200 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17) New 6 | | |
| 1 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 2 | Teacher Grades GPA | other | |
| — | Achievement Tests (SRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 1.08 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

| | | | |
|---|---|---|---|
| 29 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | DISPOSITIONS 18<br>Self-System |
| 315 | Coopersmith's Behavior Rating Form<br>MI | | |
| 1 | Who Am I (Content-sense of self) | open | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | |
| 0 | Identity (from IRD Taped Interview) | | |
| 0 | History (from IRD Taped Interview) | | |
| 3 | Model (from IRD Taped Interview) | | |
| 2 | Contact (from IRD Taped Interview) | | |
| 1 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 1 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 200 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | |
| 1 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 160 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 1 | Who Am I (Richness) | | |
| 2 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 18 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 245 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| 355 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

BEHAVIORS 18



| | | | | |
|---|---|---|---|---|
| 9999 | Spanish Oral x4 | standard | | Language |
| 9999 | Spanish Written x5 | | | |
| 1.33 | ~~Spanish Reading~~ 3 ENGLISH FLUENCY - IRD INTERVIEW | | | |
| 500 | English Oral x1 | | | |
| 300 | English Written x2 | | | |
| 3.0 | English Reading x3 | | | |
| | TOTAL LANGUAGE | | | |
| 100 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 100 | Interaction Posture x55 | | | |
| 400 | Orientation to Knowledge x56 | | | |
| 200 | Empathy x57 | | | |
| 200 | Role Behavior - Task Roles x58 | | | |
| 200 | - Relational Roles x59 | | | |
| 100 | - Individualistic Roles x60 | | | |
| 2.0 | Interaction Management x61 | | | |
| 300 | New Situations x62 | | | |
| 2.00 | Total Intercultural Adaptation Scale M13 | | | |
| 1.17 | IRD Taped Student Interview (Quality of attention) | open | | |
| 1 | IRD Taped Student Interview (Type of response) | | | |
| 1 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 4.3 | Self ~~[illegible]~~ NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 3.54 | Peer | | | |
| 3.00 | Teacher | | | |
| 3.61 | Total Peck's Behavior Rating Scale | | | |
| -9 | Peck's Social Attitudes Inventory Total Coping ~~[illegible]~~ VT 138 | | | |
| 2.65 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 2.50 | Authority Mean | | | |
| 2.60 | Interpersonal Relationship Mean | | | |
| 1.40 | Aggression | | | |
| 4.00 | Task Achievement Mean | | | |
| 2.60 | Anxiety Mean | | | |
| 1 | Field Notes (Coping Effectiveness) ETHNET | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

DESCRIPTIONS 18

Coping Style

[illegible] Social Attitudes Inventory

[illegible] Sentence Completion

18

| | |
|---|---|
| 5 | Total Active Coping Factor VT 132 |
| 4 | Total Passive Coping Factor VT 133 |
| 1 | Total Active Defensive Factor VT 134 |
| 2 | Total Passive Defensive Factor VT 135 |
| 6 | Total Active VT 136 |
| 6 | Total Passive VT 137 |
| 9 | Total Coping VT 138 |
| 3 | Total Defensive VT 139 |
| 14 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 9 | 3. Immendiate confrontation |
| 15 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 8 | 3. Immediate engagement |
| 3 | Total Affect - 1. Hostile |
| 9 | 2. Anxious |
| 11 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 1 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 3 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 4 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 2 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |

| | | | | | |
|---|---|---|---|---|---|
| | | | | 5 | Aggression - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 0 | 3. Immediate confrontation |
| | | | | 5 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 0 | 3. Immediate engagement |
| | | | | 1 | Affect - 1. Hostile |
| | | | | 3 | 2. Anxious |
| | | | | 1 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 1 | Task Achievement - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 1 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 1 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 3 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 3 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 5 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 0 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 3 | 2. Anxious |
| | | | | 2 | 3. Neutral |
| | | | | 0 | 4. Positive |

| | | | |
|---|---|---|---|
| | 0 | 1: Autofirmacion Activa vs. Obediencia Afiliativa VS 10 | Views of Life/Filosofia de la Vida<br>Diaz-Guerrero Short Form - Sp. |
| | 0 | 2: Control Interno Activo VS 22 | |
| | 0 | 3: Cautela Pasiva VS 27 | |
| | 0 | 4: Independencia VS 32 | |
| | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - Eng. |
| | 0 | 2: Active Internal Control VS 55 | |
| | 0 | 3: Passive Caution VS 60 | |
| | 0 | 4: Independence VS 65 | |
| | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | 0 | 3: Activismo de Logro VS 129 | |
| | 0 | 4: Activismo Orgulloso VS 130 | |
| | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | 0 | 6: Activismo Audaz VS 132 | |
| | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | 0 | 9: Activismo Competitivo VS 135 | |
| | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | 3 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | 5 | 2: Self vs. Other Initiation VE 98 | |
| | 2 | 3: Self vs. Other Solver VE 99 | |
| | 4 | 4: Self vs. Joint Implementation VE 100 | |
| | 5 | 5: Instrumental vs. Fantasy VE 101 | |
| | 1 | 6: Independence vs. Obedience VE 102 | |
| | 4 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | 4 | 8: Earned vs. Bestowed VE 104 | |
| | 0 | 9: State of Reality VE 105 | |
| [redacted] | 49/26 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | Pattern of Language Use - Home < Sp. Eng. | Pattern of Language Use |
| | | - Street < Sp. Eng. | |
| | | - School < Sp. Eng. | |

18

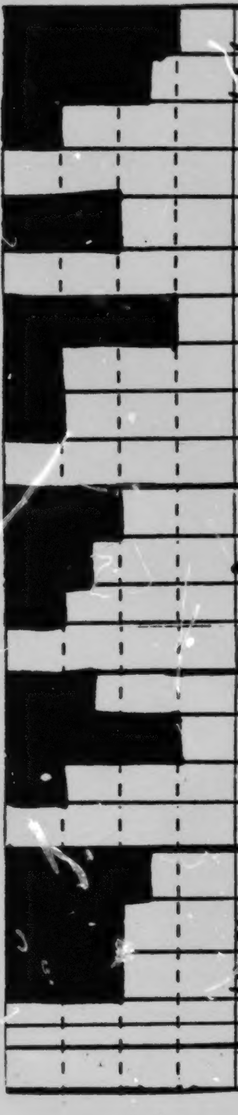
00199

SITUATIONS /9

| | | | |
|---|---|---|---|
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 1 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 4.50 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#'s 25)<br>VP3 | | |
| 425 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 4.15 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3075 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 1 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 4.0 | Teacher Grades<br>GPA | other | |
| 95%<br>13% | Achievement Tests (CRT/PMT) | *-Test [illegible] grade below [illegible] in school | |
| | TOTAL SCHOOL | | |
| 1.45 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

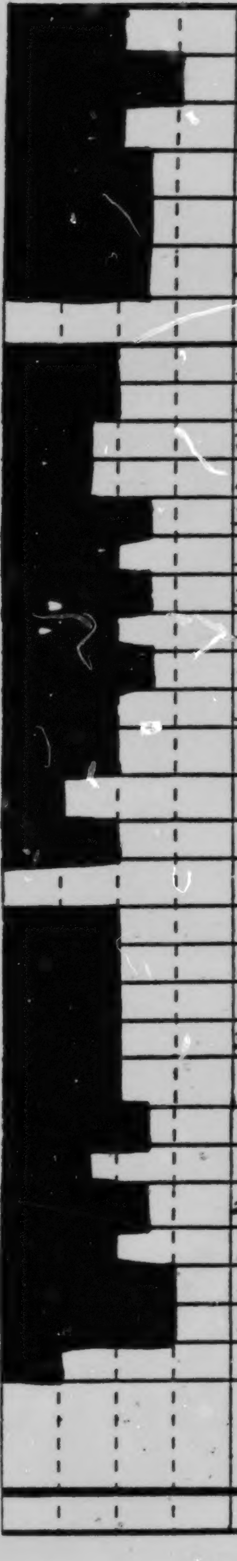
00110

DISPOSITIONS 19



| | | | |
|---|---|---|---|
| 51 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System |
| 343 | Coopersmith's Behavior Rating Form<br>M1 | | |
| 1 | Who Am I (Content-sense of self) | open | |
| 0 | Who Am I - Presence of cultural/linguistic identifier | | |
| 2 | Identity (from IRD Taped Interview) | | |
| 0 | History (from IRD Taped Interview) | | |
| 3 | Model (from IRD Taped Interview) | | |
| 0 | Contact (from IRD Taped Interview) | | |
| 1 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 150 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 275 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | |
| 1 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 1.41 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 3 | Who Am I (Richness) | | |
| 1 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 18 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 280 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| 345 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

BEHAVIORS 19



| | | | | |
|---|---|---|---|---|
| 300 | Spanish Oral X4 | standard | | Language |
| 300 | Spanish Written X5 | | | |
| 1.83 | [redacted] ENGLISH FLUENCY – IRD INTERVIEW | | | |
| 475 | English Oral X1 | | | |
| 475 | English Written X2 | | | |
| 4.75 | English Reading – X3 | | | |
| | TOTAL LANGUAGE | | | |
| 300 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 250 | Interaction Posture X55 | | | |
| 200 | Orientation to Knowledge X56 | | | |
| 275 | Empathy X57 | | | |
| 350 | Role Behavior – Task Roles X58 | | | |
| 325 | – Relational Roles X59 | | | |
| 325 | – Individualistic Roles X60 | | | |
| 325 | Interaction Management X61 | | | |
| 400 | New Situations X62 | | | |
| 3.06 | Total Intercultural Adaptation Scale X63 | | | |
| 1.67 | IRD Taped Student Interview (Quality of attention) | open | | |
| 1 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 41 | Self [redacted] NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 3.26 | Peer | | | |
| 3.22 | Teacher | | | |
| 3.52 | Total Peck's Behavior Rating Scale | | | |
| 9 | Peck's Social Attitudes Inventory Total Coping [redacted] VT 138 | | | |
| 2.87 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 1.75 | Authority Mean | | | |
| 2.80 | Interpersonal Relationship Mean | | | |
| 1.80 | Aggression | | | |
| 4.20 | Task Achievement Mean | | | |
| 3.60 | Anxiety Mean | | | |
| 1 | Field Notes (Coping Effectiveness) ETHNNT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

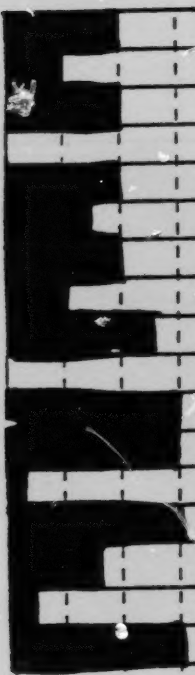
00112

**DESCRIPTIONS**

Coping Style

[illegible] Social Attitudes Inventory 19

Peck's Sentence Completion 19



| | |
|---|---|
| 6 | Total Active Coping Factor VT 132 |
| 3 | Total Passive Coping Factor VT 133 |
| 2 | Total Active Defensive Factor VT 134 |
| 0 | Total Passive Defensive Factor VT 135 |
| 8 | Total Active VT 136 |
| 3 | Total Passive VT 137 |
| 9 | Total Coping VT 138 |
| 2 | Total Defensive VT 139 |
| 10 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 14 | 3. Immendiate confrontation |
| 12 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 11 | 3. Immediate engagement |
| 6 | Total Affect - 1. Hostile |
| 2 | 2. Anxious |
| 16 | 3. Neutral |
| 0 | 4. Positive |
| 3 | Authority - Stance 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |

| | | | | | |
|---|---|---|---|---|---|
| | | | | 3 | Aggression - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 2 | 3. Immediate confrontation |
| | | | | 4 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 1 | 3. Immediate engagement |
| | | | | 2 | Affect - 1. Hostile |
| | | | | 1 | 2. Anxious |
| | | | | 2 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 1 | Task Achievement - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 4 | 3. Immediate confrontation |
| | | | | 1 | Engagement - 1. Does not engage |
| | | | | 0 | 2. Delay |
| | | | | 4 | 3. Immediate confrontation |
| | | | | 0 | Affect - 1. Hostile |
| | | | | 1 | 2. Anxious |
| | | | | 4 | 3. Neutral |
| | | | | 0 | 4. Positive |
| | | | | 1 | Anxiety - Stance - 1. Avoid |
| | | | | 0 | 2. Delay |
| | | | | 4 | 3. Immediate confrontation |
| | | | | 1 | Engagement - 1. Does not engage |
| | | | | 1 | 2. Delay |
| | | | | 3 | 3. Immediate confrontation |
| | | | | 1 | Affect - 1. Hostile |
| | | | | 0 | 2. Anxious |
| | | | | 4 | 3. Neutral |
| | | | | 0 | 4. Positive |

19

Views of Life/Filosofia de la Vida

| | | |
|---|---|---|
| Diaz-Guerrero Short Form - Sp. | 1: Autoafirmacion Activa vs. Obediencia Affiliativa VS 10 | 7 |
| | 2: Control Interno Activo VS 22 | 7 |
| | 3: Cautela Pasiva VS 27 | 0 |
| | 4: Independencia VS 32 | 0 |
| | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | 12 |
| Diaz-Guerrero Short Form - En. | 1: Active Self-Assertion vs. Affiliative Obedience VS 45 | 0 |
| | 2: Active Internal Control VS 55 | 0 |
| | 3: Passive Caution VS 60 | 0 |
| | 4: Independence VS 65 | 0 |
| | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | 0 |
| Diaz-Guerrero Long Form - Sp. | 1: Activismo Autonomo VS 127 | 0 |
| | 2: Activismo Auto-Fundado VS 128 | 0 |
| | 3: Activismo de Logro VS 129 | 0 |
| | 4: Activismo Orgulloso VS 130 | 0 |
| | 5: Activismo Auto-Confiado VS 131 | 0 |
| | 6: Activismo Audaz VS 132 | 0 |
| | 7: Activismo de Logro Desafiado VS 133 | 0 |
| | 8: Activismo de Esfuerzo VS 134 | 0 |
| | 9: Activismo Competitivo VS 135 | 0 |
| | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | 0 |
| Peck's Views of Life Inventory - Eng. | 1: Confrontation vs. Avoidance VE 97 | 1 |
| | 2: Self vs. Other Initiation VE 98 | 4 |
| | 3: Self vs. Other Solver VE 99 | 0 |
| | 4: Self vs. Joint Implementation VE 100 | 3 |
| | 5: Instrumental vs. Fantasy VE 101 | 3 |
| | 6: Independence vs. Obedience VE 102 | 2 |
| | 7: Intrinsic vs. Extrinsic VE 103 | 4 |
| | 8: Earned vs. Bestowed VE 104 | 5 |
| | 9: State of Reality VE 105 | 9 |
| | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | 30/22 |
| ethnographic | Compare ethnographic discussion of coping style in ethnographies | |

**Pattern of Language Use**

| | |
|---|---|
| Pattern of Language Use - Home < Sp. / Eng. | |
| - Street < Sp. / Eng. | |
| - School < Sp. / Eng. | |

SITUATIONS 20

| | | | | |
|---|---|---|---|---|
| ██ | 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| | 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| █▌ | 367 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| ███ | 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| ███ | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | | TOTAL HOME | | |
| ███ | 9 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| ██▌ | 4/25 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| | 9999 | IRD Parent Interview (Card 10-#'25)<br>VP3 | | |
| ██ | 367 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| ███ | 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| ███ | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | | TOTAL STREET | | |
| ███ | 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| ██▌ | 4/30 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| | 9999 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| ██ | 2800 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| ██ | 2 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| ██ | | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| ██ | 2 | Teacher Grades<br>GPA | other | |
| | — | Achievement Tests (PRT/PMT) | | |
| | | TOTAL SCHOOL | | |
| ███ | 3 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | | COMPOSITE SITUATIONS | | |

| | | | |
|---|---|---|---|
| 43 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | DISPOSITIONS 20<br>Self-System |
| 336 | Coopersmith's Behavior Rating Form<br>M1 | | |
| 3 | Who Am I (Content-sense of self) | open | |
| 1 | Who Am I - Presence of cultural/linguistic identifier | | |
| 1 | Identity (from IRD Taped Interview) | | |
| 1 | History (from IRD Taped Interview) | | |
| 2 | Model (from IRD Taped Interview) | | |
| 2 | Contact (from IRD Taped Interview) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL SELF-SYSTEM | | |
| 250 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |
| 400 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | |
| 3 | Field Notes | ethnographic | |
| | TOTAL EMPATHIC ABILITY | | |
| 275 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |
| 3 | Who Am I (Richness) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | |
| 16 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |
| 267 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | |
| 324 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | |
| | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | |
| | COMPOSITE DISPOSITIONS | | |

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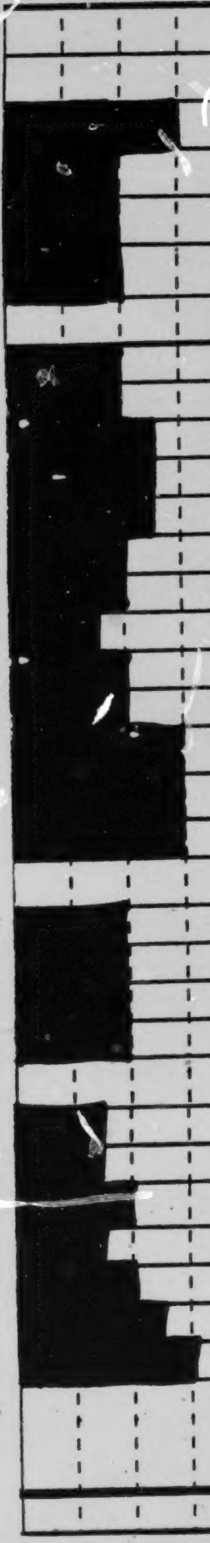
**BEHAVIORS** 20



| | | | | |
|---|---|---|---|---|
| 9999 | Spanish Oral X4 | standard | | Language |
| 9999 | Spanish Written X5 | | | |
| 2.83 | ENGLISH FLUENCY - IRD INTERVIEW | | | |
| 367 | English Oral X1 | | | |
| 333 | English Written X2 | | | |
| 3.67 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 300 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 233 | Interaction Posture X55 | | | |
| 333 | Orientation to Knowledge X56 | | | |
| 400 | Empathy X57 | | | |
| 333 | Role Behavior - Task Roles X58 | | | |
| 267 | - Relational Roles X59 | | | |
| 300 | - Individualistic Roles X60 | | | |
| 2.33 | Interaction Management X61 | | | |
| 367 | New Situations X62 | | | |
| 307 | Total Intercultural Adaptation Scale M13 | | | |
| 3 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 3.9 | Self NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 3.38 | Peer | | | |
| 3.14 | Teacher | | | |
| 3.47 | Total Peck's Behavior Rating Scale | | | |
| 9999 | Peck's Social Attitudes Inventory Total Coping VT 138 | | | |
| 204 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 1.75 | Authority Mean | | | |
| 2.20 | Interpersonal Relationship Mean | | | |
| 1.00 | Aggression | | | |
| 3.20 | Task Achievement Mean | | | |
| 2.40 | Anxiety Mean | | | |
| 6 | Field Notes (Coping Effectiveness) ETHNET | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

DESCRIPTIONS 20

Coping Style

Social Attitude Inventory

Sentence Completion

20

|  |  |
|---|---|
| 9999 | Total Active Coping Factor VT 132 |
| 6 | Total Passive Coping Factor VT 133 |
| 9999 | Total Active Defensive Factor VT 134 |
| 1 | Total Passive Defensive Factor VT 135 |
| 9999 | Total Active VT 136 |
| 7 | Total Passive VT 137 |
| 9999 | Total Coping VT 138 |
| 9999 | Total Defensive VT 139 |
| 15 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 9 | 3. Immendiate confrontation |
| 18 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 6 | 3. Immediate engagement |
| 7 | Total Affect - 1. Hostile |
| 3 | 2. Anxious |
| 14 | 3. Neutral |
| 0 | 4. Positive |
| 3 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 3 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 4 | 3. Neutral |
| 0 | 4. Positive |
| 4 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 1 | 3. Immediate confrontation |
| 4 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |

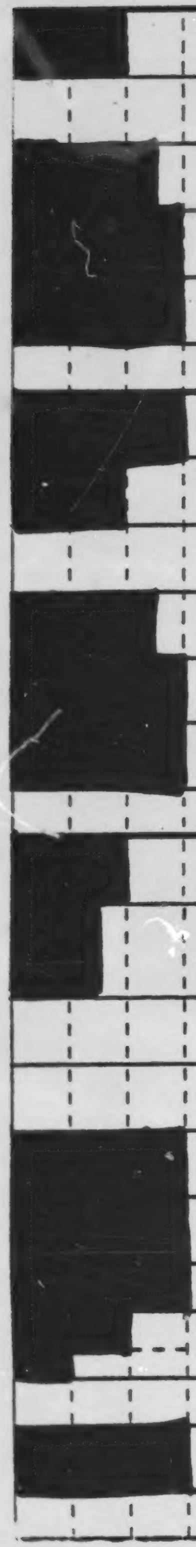
|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 3 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 5 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 0 | 3. Immediate engagement |
|  |  |  |  | 5 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 0 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 2 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 1 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 3 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 2 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

20

Views of Life/Filosofia de la Vida

20

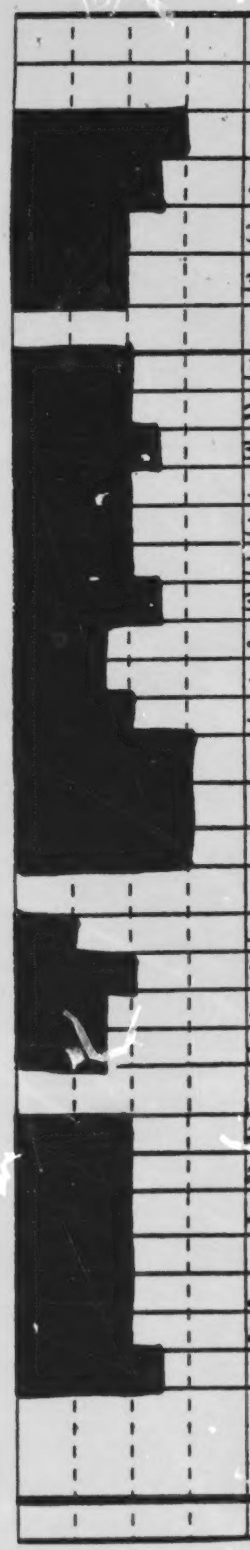
| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 1 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| | | | | 1 | 2: Control Interno Activo VS 22 | |
| | | | | 0 | 3: Cautela Pasiva VS 27 | |
| | | | | 0 | 4: Independencia VS 32 | |
| [redacted] | [redacted] | | | 14 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| | | | | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - Eng. |
| | | | | 0 | 2: Active Internal Control VS 55 | |
| | | | | 0 | 3: Passive Caution VS 60 | |
| | | | | 0 | 4: Independence VS 65 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | | | | 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | | | | 0 | 2: Activismo Auto-Fundado VS 128 | |
| | | | | 0 | 3: Activismo de Logro VS 129 | |
| | | | | 0 | 4: Activismo Orgulloso VS 130 | |
| | | | | 0 | 5: Activismo Auto-Confiado VS 131 | |
| | | | | 0 | 6: Activismo Audaz VS 132 | |
| | | | | 0 | 7: Activismo de Logro Desafilado VS 133 | |
| | | | | 0 | 8: Activismo de Esfuerzo VS 134 | |
| | | | | 0 | 9: Activismo Competitivo VS 135 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | | | | 1 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | | | | 5 | 2: Self vs. Other Initiation VE 98 | |
| | | | | 2 | 3: Self vs. Other Solver VE 99 | |
| | | | | 4 | 4: Self vs. Joint Implementation VE 100 | |
| | | | | 4 | 5: Instrumental vs. Fantasy VE 101 | |
| | | | | 3 | 6: Independence vs. Obedience VE 102 | |
| | | | | 4 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | | | | 2 | 8: Earned vs. Bestowed VE 104 | |
| | | | | 2 | 9: State of Reality VE 105 | |
| [redacted] | [redacted] | | | 49/27 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | | | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | | | | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | | | | | - Street < Sp. / Eng. | |
| | | | | | - School < Sp. / Eng. | |



| | | | SITUATIONS 21 |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60) New 1 | standard | Home |
| 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29) New 2 | | |
| 450 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22) X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 9 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 322 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#'25) UP3 | | |
| 450 | IRD Teacher Evaluation (Card 2-#'s 23-27) X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62) New 4 | standard | School |
| 332 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#'s 30.31) New 5 | | |
| 9999 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17) New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 3.5 | Teacher Grades GPA | other | |
| 83%<br>43% | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 3 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 47 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 21 |
| | | | 350 | Coopersmith's Behavior Rating Form<br>M1 | | | |
| | | | 3 | Who Am I (Content-sense of self) | open | | |
| | | | 0 | Who Am I - Presence of cultural/linguistic identifier | | | |
| | | | 3 | Identity (from IRD Taped Interview) | | | |
| | | | 1 | History (from IRD Taped Interview) | | | |
| | | | 3 | Model (from IRD Taped Interview) | | | |
| | | | 2 | Contact (from IRD Taped Interview) | | | |
| | | | 3 | Field Notes | ethnographic | | |
| | | | | TOTAL SELF-SYSTEM | | | |
| | | | 217 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| | | | 300 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | | |
| | | | 3 | Field Notes | ethnographic | | |
| | | | | TOTAL EMPATHIC ABILITY | | | |
| | | | 291 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| | | | 3 | Who Am I (Richness) | | | |
| | | | 3 | Field Notes | ethnographic | | |
| | | | | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| | | | 14 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style | |
| | | | 194 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | | |
| | | | 350 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | | |
| | | | | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | | |
| | | | | COMPOSITE DISPOSITIONS | | | |

**BEHAVIORS 21**



| | | | | |
|---|---|---|---|---|
| 9999 | Spanish Oral x4 | standard | | Language |
| 9999 | Spanish Written x5 | | | |
| 3 | ENGLISH FLUENCY - IRD INTERVIEW | | | |
| 467 | English Oral x1 | | | |
| 300 | English Written x2 | | | |
| 3.0 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 350 | Respect x54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 250 | Interaction Posture x55 | | | |
| 350 | Orientation to Knowledge x56 | | | |
| 300 | Empathy x57 | | | |
| 300 | Role Behavior - Task Roles x58 | | | |
| 300 | - Relational Roles x59 | | | |
| 350 | - Individualistic Roles x60 | | | |
| 2.5 | Interaction Management x61 | | | |
| 300 | New Situations x62 | | | |
| 306 | Total Intercultural Adaptation Scale M13 | | | |
| 3 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 3.0 | Self NT23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 3.52 | Peer | | | |
| 2.95 | Teacher | | | |
| 3.15 | Total Peck's Behavior Rating Scale | | | |
| 9999 | Peck's Social Attitudes Inventory Total Coping VT138 | | | |
| 2.26 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 2.50 | Authority Mean | | | |
| 2.20 | Interpersonal Relationship Mean | | | |
| 1.80 | Aggression | | | |
| 2.75 | Task Achievement Mean | | | |
| 2.20 | Anxiety Mean | | | |
| 4 | Field Notes (Coping Effectiveness) ETHNAT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

**DESCRIPTIONS 21**

Coping Style

Social Attitudes Inventory

Peck Sentence Completion

21

| | |
|---|---|
| 7 | Total Active Coping Factor VT 132 |
| 7 | Total Passive Coping Factor VT 133 |
| 4 | Total Active Defensive Factor VT 134 |
| 9999 | Total Passive Defensive Factor VT 135 |
| 11 | Total Active VT 136 |
| 9999 | Total Passive VT 137 |
| 14 | Total Coping VT 138 |
| 9999 | Total Defensive VT 139 |
| 12 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 11 | 3. Immendiate confrontation |
| 15 | Total Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 7 | 3. Immediate engagement |
| 6 | Total Affect - 1. Hostile |
| 6 | 2. Anxious |
| 11 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 2 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 4 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 1 | 3. Immediate engagement |
| 2 | Affect - 1. Hostile |
| 1 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 3 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate engagement |
|  |  |  |  | 2 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 2 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 1 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 3 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  |  | 1 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 2 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

| | | |
|---|---|---|
| 0 | 1: Autofirmacion Activa vs. Obediencia Afiliativa VS 10 | Views of Life/Filosofía de la Vida 21<br>Diaz-Guerrero Short Form - Sp. |
| 0 | 2: Control Interno Activo VS 22 | |
| 0 | 3: Cautela Pasiva VS 27 | |
| 0 | 4: Independencia VS 32 | |
| 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| 0 | 2: Active Internal Control VS 55 | |
| 0 | 3: Passive Caution VS 60 | |
| 0 | 4: Independence VS 66 | |
| 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| 7 | 2: Activismo Auto-Fundado VS 128 | |
| 3 | 3: Activismo de Logro VS 129 | |
| 2 | 4: Activismo Orgulloso VS 130 | |
| 2 | 5: Activismo Auto-Confiado VS 131 | |
| 3 | 6: Activismo Audaz VS 132 | |
| 3 | 7: Activismo de Logro Desafilado VS 133 | |
| 2 | 8: Activismo de Esfuerzo VS 134 | |
| 2 | 9: Activismo Competitivo VS 135 | |
| 28/24 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| 3 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| 4 | 2: Self vs. Other Initiation VE 98 | |
| 2 | 3: Self vs. Other Solver VE 99 | |
| 3 | 4: Self vs. Joint Implementation VE 100 | |
| 2 | 5: Instrumental vs. Fantasy VE 101 | |
| 2 | 6: Independence vs. Obedience VE 102 | |
| 3 | 7: Intrinsic vs. Extrinsic VE 103 | |
| 3 | 8: Earned vs. Bestowed VE 104 | |
| 2 | 9: State of Reality VE 105 | |
| 46/24 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | - Street < Sp. / Eng. | |
| | - School < Sp. / Eng. | |

SITUATIONS 22

| | | | |
|---|---|---|---|
| 5 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 13 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 350 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>x15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 2.94 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 3 | IRD Parent Interview (Card 10-#'s 25)<br>VP3 | | |
| 450 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>x16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 3.69 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 3.5 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 9999 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 3.8 | Teacher Grades<br>GPA | other | |
| 97%<br>63% | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 3 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

| | | | | | |
|---|---|---|---|---|---|
| | 40 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 22 |
| | 342 | Coopersmith's Behavior Rating Form<br>M1 | | | |
| | 2 | Who Am I (Content-sense of self) | open | | |
| | 0 | Who Am I - Presence of cultural/linguistic identifier | | | |
| | 2 | Identity (from IRD Taped Interview) | | | |
| | 1 | History (from IRD Taped Interview) | | | |
| | 0 | Model (from IRD Taped Interview) | | | |
| | 1 | Contact (from IRD Taped Interview) | | | |
| | 3 | Field Notes | ethnographic | | |
| | | TOTAL SELF-SYSTEM | | | |
| | 250 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| | 350 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | | |
| | 3 | Field Notes | ethnographic | | |
| | | TOTAL EMPATHIC ABILITY | | | |
| | 3 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| | 3 | Who Am I (Richness) | | | |
| | 3 | Field Notes | ethnographic | | |
| | | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| | 12 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style | |
| | 181 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | | |
| | 394 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | | |
| | | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | | |
| | | COMPOSITE DISPOSITIONS | | | |

BEHAVIORS 22

| | | | |
|---|---|---|---|
| 9999 | Spanish Oral x4 | standard | Language |
| 9999 | Spanish Written x5 | | |
| 3 | ~~Spanish Reading~~ ENGLISH FLUENCY - IRD INTERVIEW | | |
| 500 | English Oral x1 | | |
| 450 | English Written x2 | | |
| 4.5 | English Reading x3 | | |
| | TOTAL LANGUAGE | | |
| 350 | Respect x54 | standard | Flexible Interaction Style<br>Ruben's Intercultural Adaptation Scale |
| 300 | Interaction Posture x55 | | |
| 250 | Orientation to Knowledge x56 | | |
| 350 | Empathy x57 | | |
| 300 | Role Behavior - Task Roles x58 | | |
| 300 | - Relational Roles x59 | | |
| 300 | - Individualistic Roles x60 | | |
| 3.0 | Interaction Management x61 | | |
| 300 | New Situations x62 | | |
| 306 | Total Intercultural Adaptation Scale m13 | | |
| 3 | IRD Taped Student Interview (Quality of attention) | open | |
| 3 | IRD Taped Student Interview (Type of response) | | |
| 3 | Field Notes | ethnographic | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | |
| 3.9 | Self ~~[illegible]~~ NVT 23 | standard | Coping Ability<br>Peck's Behavior Rating Scale |
| 3.86 | Peer | | |
| 3.27 | Teacher | | |
| 3.68 | Total Peck's Behavior Rating Scale | | |
| 9999 | Peck's Social Attitudes Inventory Total Coping ~~[illegible]~~ VT138 | | |
| 3.21 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion |
| 2.50 | Authority Mean | | |
| 3.20 | Interpersonal Relationship Mean | | |
| 2.00 | Aggression | | |
| 4.00 | Task Achievement Mean | | |
| 3.80 | Anxiety Mean | | |
| 4 | Field Notes (Coping Effectiveness) ETHNET | ethnographic | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | |
| | COMPOSITE BEHAVIORS | | |

**DESCRIPTIONS** 22 22

Coping Style.

Peck's Social Attitudes Inventory

Peck's Sentence Completion

| | |
|---|---|
| 9999 | Total Active Coping Factor VT 132 |
| 9999 | Total Passive Coping Factor VT 133 |
| 9999 | Total Active Defensive Factor VT 134 |
| 3 | Total Passive Defensive Factor VT 135 |
| 9999 | Total Active VT 136 |
| 9999 | Total Passive VT 137 |
| 9999 | Total Coping VT 138 |
| 9999 | Total Defensive VT 139 |
| 7 | Total Stance - 1. Avoid |
| 0 | 2. Delay |
| 16 | 3. Immendiate confrontation |
| 10 | Total Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 13 | 3. Immediate engagement |
| 4 | Total Affect - 1. Hostile |
| 4 | 2. Anxious |
| 15 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Authority - Stance - 1. Avoid |
| 0 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 2 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 2 | 2. Anxious |
| 2 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 4 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 3 | 3. Immediate engagement |
| 2 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 3 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate engagement |
|  |  |  |  | 2 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 0 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 4 | 3. Immediate confrontation |
|  |  |  |  | 0 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 4 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 1 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 4 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

22

Views of Life/Filosofia de la Vida

22

| | | |
|---|---|---|
| 5 | 1: Autofirmacion Activa vs. Obediencia Afiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| 7 | 2: Control Interno Activo VS 22 | |
| 0 | 3: Cautela Pasiva VS 27 | |
| 0 | 4: Independencia VS 32 | |
| 15 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| 0 | 2: Active Internal Control VS 55 | |
| 0 | 3: Passive Caution VS 60 | |
| 0 | 4: Independence VS 65 | |
| 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| 0 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| 0 | 2: Activismo Auto-Fundado VS 128 | |
| 0 | 3: Activismo de Logro VS 129 | |
| 0 | 4: Activismo Orgulloso VS 130 | |
| 0 | 5: Activismo Auto-Confiado VS 131 | |
| 0 | 6: Activismo Audaz VS 132 | |
| 0 | 7: Activismo de Logro Desafilado VS 133 | |
| 0 | 8: Activismo de Esfuerzo VS 134 | |
| 0 | 9: Activismo Competitivo VS 135 | |
| 0 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| 5 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| 4 | 2: Self vs. Other Initiation VE 98 | |
| 4 | 3: Self vs. Other Solver VE 99 | |
| 5 | 4: Self vs. Joint Implementation VE 100 | |
| 5 | 5: Instrumental vs. Fantasy VE 101 | |
| 2 | 6: Independence vs. Obedience VE 102 | |
| 6 | 7: Intrinsic vs. Extrinsic VE 103 | |
| 5 | 8: Earned vs. Bestowed VE 104 | |
| 0 | 9: State of Reality VE 105 | |
| 64/36 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | - Street < Sp. / Eng. | |
| | - School < Sp. / Eng. | |

SITUATIONS 23

| | | | |
|---|---|---|---|
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 | | |
| 450 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL HOME | | |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52, 59) New 3 | standard | Street |
| 4.16 | Peck's Behavior Rating Scale (Card 6-#'s 38-47,Card 9-#'s 33-52, Card 14-#'s 15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#''25)<br>VP3 | | |
| 400 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 | | |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| | TOTAL STREET | | |
| 7 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 4.33 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) | | |
| 9999 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 | | |
| 3350 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 | | |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open | |
| | Field Notes (including open items from parent & teacher forms) | ethnographic | |
| 2.8 | Teacher Grades<br>GPA | other | |
| — | Achievement Tests (PRT/PMT) | | |
| | TOTAL SCHOOL | | |
| 3 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
| | COMPOSITE SITUATIONS | | |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| [redacted] | 46 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 23 |
| [redacted] | 362 | Coopersmith's Behavior Rating Form<br>M1 |  |  |  |
| [redacted] | 3 | Who Am I (Content-sense of self) | open |  |  |
| [redacted] | 1 | Who Am I - Presence of cultural/linguistic identifier |  |  |  |
| [redacted] | 3 | Identity (from IRD Taped Interview) |  |  |  |
| [redacted] | 1 | History (from IRD Taped Interview) |  |  |  |
|  | 0 | Model (from IRD Taped Interview) |  |  |  |
| [redacted] | 2 | Contact (from IRD Taped Interview) |  |  |  |
| [redacted] | 3 | Field Notes | ethnographic |  |  |
|  |  | TOTAL SELF-SYSTEM |  |  |  |
| [redacted] | 3 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability |  |
| [redacted] | 300 | Ruben's Flexible Interaction Style Empathy X57 | standard |  |  |
| [redacted] | 3 | Field Notes | ethnographic |  |  |
|  |  | TOTAL EMPATHIC ABILITY |  |  |  |
| [redacted] | 233 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity |  |
| [redacted] | 3 | Who Am I (Richness) |  |  |  |
| [redacted] | 3 | Field Notes | ethnographic |  |  |
|  |  | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY |  |  |  |
| [redacted] | 13 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style |  |
| [redacted] | 260 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX |  |  |  |
| [redacted] | 355 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX |  |  |  |
|  |  | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive |  |  |  |
|  |  | COMPOSITE DISPOSITIONS |  |  |  |

BEHAVIORS 23

| | | | | |
|---|---|---|---|---|
| 500 | Spanish Oral X4 | standard | | Language |
| 9999 | Spanish Written X5 | | | |
| 1 | ~~Spanish [illegible]~~ ENGLISH FLUENCY – IRD INTERVIEW | | | |
| 350 | English Oral X1 | | | |
| 350 | English Written X2 | | | |
| 3.5 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 400 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 350 | Interaction Posture X55 | | | |
| 350 | Orientation to Knowledge X56 | | | |
| 300 | Empathy X57 | | | |
| 350 | Role Behavior - Task Roles X58 | | | |
| 350 | - Relational Roles X59 | | | |
| 350 | - Individualistic Roles X60 | | | |
| 3.0 | Interaction Management X61 | | | |
| 450 | New Situations X62 | | | |
| 356 | Total Intercultural Adaptation Scale M13 | | | |
| 3 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 3 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 3.8 | Self [illegible] NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| 4.06 | Peer | | | |
| 3.59 | Teacher | | | |
| 3.81 | Total Peck's Behavior Rating Scale | | | |
| 9999 | Peck's Social Attitudes Inventory Total Coping [illegible] VT138 | | | |
| 2.91 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 3.25 | Authority Mean | | | |
| 3.80 | Interpersonal Relationship Mean | | | |
| 2.00 | Aggression | | | |
| 4.00 | Task Achievement Mean | | | |
| 1.60 | Anxiety Mean | | | |
| 4 | Field Notes (Coping Effectiveness) ETHNOGT | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

DESCRIPTIONS 23

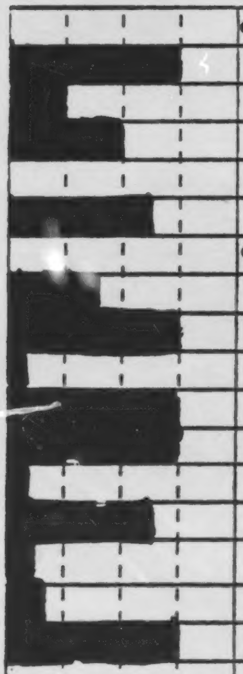
Coping Style

Social Attitudes Inventory

People's

Sentence Completion

23



| | |
|---|---|
| 9999 | Total Active Coping Factor VT 132 |
| 7 | Total Passive Coping Factor VT 133 |
| 1 | Total Active Defensive Factor VT 134 |
| 3 | Total Passive Defensive Factor VT 135 |
| 9999 | Total Active VT 136 |
| 10 | Total Passive VT 137 |
| 9999 | Total Coping VT 138 |
| 4 | Total Defensive VT 139 |
| 11 | Total Stance - 1. Avoid |
| 1 | 2. Delay |
| 12 | 3. Immendiate confrontation |
| 13 | Total Engagement - 1. Does not engage |
| 2 | 2. Delay |
| 9 | 3. Immediate engagement |
| 3 | Total Affect - 1. Hostile |
| 4 | 2. Anxious |
| 17 | 3. Neutral |
| 0 | 4. Positive |
| 1 | Authority - Stance - 1. Avoid |
| 1 | 2. Delay |
| 2 | 3. Immediate confrontation |
| 1 | Engagement - 1. Does not engage |
| 1 | 2. Delay |
| 2 | 3. Immediate engagement |
| 1 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 3 | 3. Neutral |
| 0 | 4. Positive |
| 2 | Interpersonal Relationships - Stance - 1. Avoid |
| 0 | 2. Delay |
| 3 | 3. Immediate confrontation |
| 2 | Engagement - 1. Does not engage |
| 0 | 2. Delay |
| 3 | 3. Immediate engagement |
| 0 | Affect - 1. Hostile |
| 0 | 2. Anxious |
| 5 | 3. Neutral |
| 0 | 4. Positive |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 3 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate engagement |
|  |  |  |  | 2 | Affect - 1. Hostile |
|  |  |  |  | 0 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 1 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 4 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 4 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 4 | Engagement - 1. Does not engage |
|  |  |  |  | 1 | 2. Delay |
|  |  |  |  | 0 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 3 | 2. Anxious |
|  |  |  |  | 2 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

23

Views of Life/Filosofia de la Vida

23

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | 0 | 1: Autofirmacion Activa vs. Obediencia Affiliativa VS 10 | Diaz-Guerrero Short Form - Sp. |
| | | | | 0 | 2: Control Interno Activo VS 22 | |
| | | | | 0 | 3: Cautela Pasiva VS 27 | |
| | | | | 0 | 4: Independencia VS 32 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M26 | |
| | | | | 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| | | | | 0 | 2: Active Internal Control VS 55 | |
| | | | | 0 | 3: Passive Caution VS 60 | |
| | | | | 0 | 4: Independence VS 65 | |
| | | | | 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| | | | | 1 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| | | | | 5 | 2: Activismo Auto-Fundado VS 128 | |
| | | | | 3 | 3: Activismo de Logro VS 129 | |
| | | | | 1 | 4: Activismo Orgulloso VS 130 | |
| | | | | 1 | 5: Activismo Auto-Confiado VS 131 | |
| | | | | 1 | 6: Activismo Audaz VS 132 | |
| | | | | 5 | 7: Activismo de Logro Desafilado VS 133 | |
| | | | | 3 | 8: Activismo de Esfuerzo VS 134 | |
| | | | | 2 | 9: Activismo Competitivo VS 135 | |
| [redacted] | | | | 22 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| | | | | 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| | | | | 0 | 2: Self vs. Other Initiation VE 98 | |
| | | | | 0 | 3: Self vs. Other Solver VE 99 | |
| | | | | 0 | 4: Self vs. Joint Implementation VE 100 | |
| | | | | 0 | 5: Instrumental vs. Fantasy VE 101 | |
| | | | | 0 | 6: Independence vs. Obedience VE 102 | |
| | | | | 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| | | | | 0 | 8: Earned vs. Bestowed VE 104 | |
| | | | | 0 | 9: State of Reality VE 105 | |
| | | | | 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | | | | | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | | | | | Pattern of Language Use - Home < Sp. / Eng. | Pattern of Language Use |
| | | | | | - Street < Sp. / Eng. | |
| | | | | | - School < Sp. / Eng. | |
| | | | | | | |

|  |  |  | SITUATIONS 24 |
|---|---|---|---|
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 11,18,25,32,39,46,53,60)<br>New 1 | standard | Home |
| 9999 | IRD Parent Interview (Card 10-#'s 23,26,27,28,29)<br>New 2 |  |  |
| 500 | IRD Teacher Evaluation (Card 2-#'s 18,19,20,21,22)<br>X15 |  |  |
| 3 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL HOME |  |  |
| 8 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 10,17,24,29,31,38,45,52,59) New 3 | standard | Street |
| 425 | Peck's Behavior Rating Scale (Card 6-#'s 38-47, Card 9-#'s 33-52, Card 14-#'s 15,16) |  |  |
| 9999 | IRD Parent Interview (Card 10-#'25)<br>VP3 |  |  |
| 4500 | IRD Teacher Evaluation (Card 2-#'s 23-27)<br>X16 |  |  |
| 1 | IRD Taped Student Interview (Extract from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
|  | TOTAL STREET |  |  |
| 6 | Coopersmith's Self-Esteem Inventory (Card 16-#'s 13,20,27,34,41,48,55,62)<br>New 4 | standard | School |
| 362 | Peck's Behavior Rating Scale (Card 5-#'s 64-73, Card 6-#'s 38-47, Card 8-#'s 3-22, Card 9-#'s 33-52, Card 14-#'s 5,6,15,16) |  |  |
| 9999 | IRD Parent Interview (Card 10-#'s 30.31)<br>New 5 |  |  |
| 3900 | IRD Teacher Evaluation (Card 1-#'s 54-78, Card 2-#'s 3-17)<br>New 6 |  |  |
| 3 | IRD Taped Student Interview (Extracted from appropriate items) | open |  |
|  | Field Notes (including open items from parent & teacher forms) | ethnographic |  |
| 3.3 | Teacher Grades<br>GPA | other |  |
| — | Achievement Tests (PRT/PMT) |  |  |
|  | TOTAL SCHOOL |  |  |
| 2.66 | IRD Taped Student Interview (#4, Quality of attention, social competency exhibited-low,med.,high) | open | Taped Student Interview |
|  | COMPOSITE SITUATIONS |  |  |

| | | | | | |
|---|---|---|---|---|---|
| | 40 | Coopersmith's Self-Esteem Inventory<br>VT 198 | standard | Self-System | DISPOSITIONS 24 |
| | 3.12 | Coopersmith's Behavior Rating Form<br>m1 | | | |
| | 3 | Who Am I (Content-sense of self) | open | | |
| | 1 | Who Am I - Presence of cultural/linguistic identifier | | | |
| | 3 | Identity (from IRD Taped Interview) | | | |
| | 1 | History (from IRD Taped Interview) | | | |
| | 1 | Model (from IRD Taped Interview) | | | |
| | 2 | Contact (from IRD Taped Interview) | | | |
| | 3 | Field Notes | ethnographic | | |
| | | TOTAL SELF-SYSTEM | | | |
| | 2.67 | IRD Taped Student Interview (Role-taking ability) | open | Empathic Ability | |
| | 450 | Ruben's Flexible Interaction Style<br>Empathy X57 | standard | | |
| | 3 | Field Notes | ethnographic | | |
| | | TOTAL EMPATHIC ABILITY | | | |
| | 2.25 | IRD Taped Student Interview (Richness, Quality) | open | Cognitive Flexibility and Complexity | |
| | 3 | Who Am I (Richness) | | | |
| | 3 | Field Notes | ethnographic | | |
| | | TOTAL COGNITIVE COMPLEXITY & FLEXIBILTY | | | |
| | 19 | Children's Embedded Figures Test<br>(Field Independence) VT 51 | standard | Cognitive Style | |
| | 250 | Ramirez & Castaneda Field-Independent Observable Behaviors FLD-INDX | | | |
| | 391 | Ramirez & Castaneda Field-Sensitive Observable Behaviors FLD-SENX | | | |
| | | TOTAL COGNITIVE STYLE - Field-Independent<br>- Field-Sensitive | | | |
| | | COMPOSITE DISPOSITIONS | | | |

BEHAVIORS 24

| Score | Behavior | Measure | Instrument | Area |
|---|---|---|---|---|
| 500 | Spanish Oral<br>X4 | standard | | Language |
| 9999 | Spanish Written<br>X5 | | | |
| 1 | ~~Spanish Reading~~<br>ENGLISH FLUENCY – IRD INTERVIEW | | | |
| 300 | English Oral<br>X1 | | | |
| 300 | English Written<br>X2 | | | |
| 3.5 | English Reading X3 | | | |
| | TOTAL LANGUAGE | | | |
| 500 | Respect X54 | standard | Ruben's Intercultural Adaptation Scale | Flexible Interaction Style |
| 350 | Interaction Posture X55 | | | |
| 400 | Orientation to Knowledge X56 | | | |
| 450 | Empathy X57 | | | |
| 400 | Role Behavior - Task Roles X58 | | | |
| 450 | - Relational Roles X59 | | | |
| 450 | - Individualistic Roles X60 | | | |
| 4.5 | Interaction Management X61 | | | |
| 450 | New Situations X62 | | | |
| 433 | Total Intercultural Adaptation Scale M13 | | | |
| 2.93 | IRD Taped Student Interview (Quality of attention) | open | | |
| 3 | IRD Taped Student Interview (Type of response) | | | |
| 2 | Field Notes | ethnographic | | |
| | TOTAL FLEXIBLE INTERACTION STYLE | | | |
| 3.9 | ~~Self~~ NVT 23 | standard | Peck's Behavior Rating Scale | Coping Ability |
| — | Peer | | | |
| 4.10 | Teacher | | | |
| 4.00 | Total Peck's Behavior Rating Scale | | | |
| 9999 | Peck's Social Attitudes Inventory Total Coping ~~[illegible]~~ VT/38 | | | |
| 2.66 | Coping Effectiveness Total Mean | open | Peck's Sentence Completion | |
| 3.22 | Authority Mean | | | |
| 2.00 | Interpersonal Relationship Mean | | | |
| 2.40 | Aggression | | | |
| 3.40 | Task Achievement Mean | | | |
| 2.60 | Anxiety Mean | | | |
| 6 | Field Notes (Coping Effectiveness) ETHNVET | ethnographic | | |
| | TOTAL COPING (Total Peck's Behavior Rating Scale + Peck's Sentence Completion Coping Effectiveness Total Mean + Ethnographic Estimation of Coping + Peck's SAI Total Coping) | | | |
| | COMPOSITE BEHAVIORS | | | |

00142

DESCRIPTIONS 24

Coping Style

Description standard

...'s Social Attitude Inventory

| | | |
|---|---|---|
| | 9999 | Total Active Coping Factor VT 132 |
| [redacted] | 9 | Total Passive Coping Factor VT 133 |
| [redacted] | 2 | Total Active Defensive Factor VT 134 |
| [redacted] | 4 | Total Passive Defensive Factor VT 135 |
| | 9999 | Total Active VT 136 |
| [redacted] | 12 | Total Passive VT 137 |
| | 9999 | Total Coping VT 138 |
| [redacted] | 6 | Total Defensive VT 139 |
| [redacted] | 9 | Total Stance - 1. Avoid |
| [redacted] | 2 | 2. Delay |
| [redacted] | 13 | 3. Immendiate confrontation |
| [redacted] | 13 | Total Engagement - 1. Does not engage |
| [redacted] | 2 | 2. Delay |
| [redacted] | 9 | 3. Immediate engagement |
| [redacted] | 2 | Total Affect - 1. Hostile |
| [redacted] | 6 | 2. Anxious |
| [redacted] | 16 | 3. Neutral |
| | 0 | 4. Positive |
| | 1 | Authority - Stance - 1. Avoid |
| | 1 | 2. Delay |
| | 2 | 3. Immediate confrontation |
| | 2 | Engagement - 1. Does not engage |
| | 0 | 2. Delay |
| | 2 | 3. Immediate engagement |
| | 0 | Affect - 1. Hostile |
| | 0 | 2. Anxious |
| | 4 | 3. Neutral |
| | 0 | 4. Positive |
| | 3 | Interpersonal Relationships - Stance - 1. Avoid |
| | 0 | 2. Delay |
| | 2 | 3. Immediate confrontation |
| | 4 | Engagement - 1. Does not engage |
| | 0 | 2. Delay |
| | 1 | 3. Immediate engagement |
| | 1 | Affect - 1. Hostile |
| | 2 | 2. Anxious |
| | 2 | 3. Neutral |
| | 0 | 4. Positive |

Pock's

Sentence Completion

24

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  | 2 | Aggression - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 3 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 2 | 3. Immediate engagement |
|  |  |  |  | 1 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 1 | Task Achievement - Stance - 1. Avoid |
|  |  |  |  | 1 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 1 | 2. Anxious |
|  |  |  |  | 4 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |
|  |  |  |  | 2 | Anxiety - Stance - 1. Avoid |
|  |  |  |  | 0 | 2. Delay |
|  |  |  |  | 3 | 3. Immediate confrontation |
|  |  |  |  | 2 | Engagement - 1. Does not engage |
|  |  |  |  | 2 | 2. Delay |
|  |  |  |  | 1 | 3. Immediate confrontation |
|  |  |  |  | 0 | Affect - 1. Hostile |
|  |  |  |  | 2 | 2. Anxious |
|  |  |  |  | 3 | 3. Neutral |
|  |  |  |  | 0 | 4. Positive |

24

24

| | | |
|---|---|---|
| 0 | 1: Autofirmacion Activa vs. Obediencia Afiliativa VS 10 | Views of Life/Filosofia de la Vida<br>Diaz-Guerrero Short Form - Sp. |
| 0 | 2: Control Interno Activo VS 22 | |
| 0 | 3: Cautela Pasiva VS 27 | |
| 0 | 4: Independencia VS 32 | |
| 0 | TOTAL DIAZ-GUERRERO SHORT FORM - SP. M20 | |
| 0 | 1: Active Self-Assertion vs. Affiliative Obedience VS 43 | Diaz-Guerrero Short Form - En. |
| 0 | 2: Active Internal Control VS 55 | |
| 0 | 3: Passive Caution VS 60 | |
| 0 | 4: Independence VS 65 | |
| 0 | TOTAL DIAZ-GUERRERO SHORT FORM - ENG. M25 | |
| 1 | 1: Activismo Autonomo VS 127 | Diaz-Guerrero Long Form - Sp. |
| 6 | 2: Activismo Auto-Fundado VS 128 | |
| 2 | 3: Activismo de Logro VS 129 | |
| 2 | 4: Activismo Orgulloso VS 130 | |
| 1 | 5: Activismo Auto-Confiado VS 131 | |
| 1 | 6: Activismo Audaz VS 132 | |
| 5 | 7: Activismo de Logro Desafilado VS 133 | |
| 2 | 8: Activismo de Esfuerzo VS 134 | |
| 1 | 9: Activismo Competitivo VS 135 | |
| 25/21 | TOTAL DIAZ-GUERRERO LONG FORM - SP. VS 136 | |
| 0 | 1: Confrontation vs. Avoidance VE 97 | Peck's Views of Life Inventory - Eng. |
| 0 | 2: Self vs. Other Initiation VE 98 | |
| 0 | 3: Self vs. Other Solver VE 99 | |
| 0 | 4: Self vs. Joint Implementation VE 100 | |
| 0 | 5: Instrumental vs. Fantasy VE 101 | |
| 0 | 6: Independence vs. Obedience VE 102 | |
| 0 | 7: Intrinsic vs. Extrinsic VE 103 | |
| 0 | 8: Earned vs. Bestowed VE 104 | |
| 0 | 9: State of Reality VE 105 | |
| 0 | TOTAL PECK'S VIEWS OF LIFE - ENG. VE 106 | |
| | Compare ethnographic discussion of coping style in ethnographies | ethnographic |
| | Pattern of Language Use - Home < Sp. Eng. | Pattern of Language Use |
| | - Street < Sp. Eng. | |
| | - School < Sp. Eng. | |

# CONVERSION TABLE FOR THE CHILD DATA CHARTS

## CONVERSION SCORES

### Situations

**Home:**

Standard:

| | |
|---|---|
| Coopersmith's Self-Esteem Inventory (Card 16--#s 11,18,25,32,39,46,53,60) New 1 | L = 2-4<br>M = 5-6<br>H = 7-8 |
| IRD Parent Interview (Card 10--#s 23, 26,27,28,29) New 2 | L = 9<br>M = 11<br>H = 13 |
| IRD Teacher Evaluation (card 2--#s 18, 19,20,21,22) X15 | L = 0 - 337<br>ML = 338-382<br>M = 383-427<br>MH = 428-472<br>H = 473-517 |

Open:

| | |
|---|---|
| IRD Taped Student Interview (Extract from appropriate items)- PLUS<br>Ethnographic: Field Notes (including open items from parent & teacher forms) | L = 1<br>M = 2<br>H = 3 |

**Street:**

Standard:

| | |
|---|---|
| Coopersmith's Self-Esteem Inventory (Card 16--#s 10, 17,24,29,31,38,45, 52,59) New 3 | L = 4-5<br>M = 6-7<br>H = 8-9 |
| Peck's Behavior Rating Scale (Card 6--#s 38-47; Card 9--#s 33-52; Card 14--#s 15,16) | L = 0-225<br>ML = 226-312<br>M = 313-399<br>MH = 400-486<br>H = 487-573 |

IRD Parent Interview (Card 10--#25) L = 1
VP3 M = 2
H = 3

IRD Teacher Evaluation ( Card 2-- L = 0-281
#s 23-27) X16 ML = 282-338
M = 339-395
MH = 396-452
H = 453-509

Open:

IRD Taped Student Interview (Extract L = 1
from appropriate items) PLUS M = 2
Ethnographic: Field Notes (including H = 3
open items from parent &teacher forms)

School:

Standard:

Coopersmith's Self-Esteem Inventory L = 2-4
(Card 16--#s 13,20,27,34,41,48,55,62) M = 5-6
New 4 H = 7-8

Peck's Behavior Rating Scale (Card 5-- L = 0-282
#s 64-73; Card 6--#s 38-47; Card 8-- ML = 283-344
#s 3-22; Card 9--#s 33-52; Card 14-- M = 345-406
#s 5,6,15,16) MH = 407-468
H = 469-530

IRD Parent Interview (Card 10--#s 30,31) All high
New 5

IRD Teacher Evaluation (Card 1--#s 54-78; L = 0-2079
Card 2--#s 3-17) New 6 ML = 2080-2608
M = 2609-3137
MH = 3138-3666
H = 3667-4195

| | |
|---|---|
| Open: | |
| IRO Taped Student Interview (Extract from appropriate items) PLUS | L = 1<br>M = 2 |
| Ethnographic: Field Notes (including open items from parent & teacher forms) | H = 3 |
| Other: | |
| Teacher Grades--GPA | 0 = less than 1<br>L = 1<br>M = 2<br>H = 3-4 |
| Achievement Tests (PRT/PMT) | L = less than 79%<br>M = 80-89%<br>H = 90%+ |
| Taped Student Interview: | |
| IRO Taped Student Interview (open) (#4, Quality of attention, social competency exhibited--low, med., high) | L = 0-1.5<br>M = 1.5-2.5<br>H = 2.5-3 |

## Dispositions

| | |
|---|---|
| Self-System: | |
| Coopersmith's Self-Esteem Inventory VT 198 | L = 0-29<br>ML = 30-35<br>M = 36-42<br>MH = 43-49<br>H = 50+ |
| Coopersmith's Behavior Rating Form M 1 | L = 0-298<br>ML = 299-323<br>M = 324-348<br>MH = 349-373<br>H = 374+ |

| | |
|---|---|
| Who Am I (Content-sense of self) | L = 1<br>M = 2<br>H = 3 |
| Who am I (Presnece of cultural/ linguistic identifier | 0 = Blank<br>1 = High |
| Identity ( from IRD Taped Interview) | L = 1<br>M = 2<br>H = 3 |
| History (from IRD Taped Interview) | 0 = Blank<br>1 = High |
| Model (from IRD Taped Interview) | 0 = Blank<br>1 = low<br>2.5 = medium<br>2 = high |
| Contact (from IRD Taped Interview) | L = 0<br>M = 1<br>H = 2 |
| Field Notes | L = 1<br>M = 2<br>H = 3 |

## Empathic Ability

| | |
|---|---|
| IRD Taped Student Interview (Role-taking ability) | L = 0-1.26<br>M = 1.26-1.97<br>H = 1.97-3.0 |
| Ruben's Flexible Interaction Style Empathy--X 57 | L = 0-221<br>ML = 222-297<br>M = 298-373<br>MH = 374-449<br>H = 450+ |

| | |
|---|---|
| Field Notes | L = 1<br>M = 2<br>H = 3 |

## Cognitive Flexibility and Complexity

| | |
|---|---|
| IRD Taped Student Interview (Richness, Quality) | L = 0-78<br>ML = 79-145<br>M = 146-212<br>MH = 213-279<br>H = 280+ |
| Who-Am I (Richness) | L = 1<br>M = 2<br>H = 3 |
| Field Notes | L = 1<br>M = 2<br>H = 3 |

## Cognitive Style

| | |
|---|---|
| Children's Embedded Figures Test (Field Independence ) VT 51 | L = 8-9<br>ML = 10-12<br>M = 13-15<br>MH = 16-18<br>H = 19-20 |
| Ramirez & Castaneda Field-Independent Observable Behaviors--FLD-INDX | L = 0-205<br>ML = 206-244<br>M = 245-283<br>MH = 284-322<br>H = 323+ |
| Ramirez & Castaneda Field-Sensitive Observable Behaviors--FLD-SENX | L = 0-286<br>ML =287-330<br>M = 331-374<br>MH = 375-419<br>H = 420+ |

## Behaviors

**Languages:**

Spanish-Oral--X4

L = 0-181
ML = 181-279
M = 279-377
MH = 377-475
H = 475+

Spanish Written--X5

L = 100-199
M = 200-299
H = 300-400

English Fluency--IRO interview

L = 0-1.5
M = 1.5-2.22
H = 2.22-3.0

English Oral--X1

L = 1
ML = 2
M = 3
MH = 4
H = 5

English Written--X2

L = 1
ML = 2
M = 3
MH = 4
H = 5

English Reading--X3

L = 1
ML = 2
M = 3
MH = 4
H = 5

## Flexible Interaction Style

Ruben's Intercultural Adaptation Scale:

Respect--X54

L = 0-201
ML = 202-285
M = 285-369
MH = 370-453
H = 454+

Interaction Posture--X55

L = 0-159
ML = 160-227
M = 228-295
MH = 295-363
H = 364-431

Orientation to Knowledge--X56

L = 0-126
ML = 127-207
M = 208-288
MH = 289-369
H = 370+

Empathy--X57

L = 0-217
ML = 218-297
M = 298-377
MH = 378-457
H = 458+

Role Behavior--Task Roles--X58

L = 0-169
ML = 170-250
M = 251-331
MH = 332-412
H = 413+

Role Behavior--Relational Roles--X59

L = 0-176
ML = 177-256
M = 257-336
MH = 337-416
H = 417+

Role Behavior--Individualistic Roles--X60
L = 0-181
ML = 182-250
M = 251-319
MH = 320-388
H = 389+

Interaction Management--X61
L = 0-162
ML = 163-250
M = 251-338
MH = 339-426
H = 427+

New Situations--X62
L = 0-237
ML = 238-303
M = 304-369
MH = 370-435
H = 436+

Total Intercultural Adaptation Scale--M13
L = 0-215
ML = 216-275
M = 276-335
MH = 336-396
H = 397+

Open:

IRO Taped Student Interview (Quality of attention)
L = 0-1.65
M = 1.65-2.39
H = 2.39-3.00

IRO Taped Student Interview (Type of response)
L = 1
M = 2
H = 3

Ethnographic:

Field Notes
L = 1
M = 2
H = 3

### Coping Ability

Peck's Behavior Rating Scale:

Self--NVT 23

L = 0-308
ML = 309-369
M = 370-430
MH = 431-491
H = 492+

Peer

L = 0-294
ML = 295-303
M = 304-362
MH = 363-421
H = 422+

Teacher

L = 0-256
ML = 257-307
M = 308-358
MH = 359-409
H = 410+

Total Peck's Behavior Rating Scale

L = 0-299
ML = 300-343
M = 344-387
MH = 388-431
H = 432+

Peck's Social Attitudes Inventory--
Total Coping--VT 138

L = 0-4
ML = 5-7
M = 8-10
MH = 11-13
H = 14-16

Peck's Sentence Completion :

Coping Effectiveness Total Mean

L = 0-175
ML = 175-216
M = 216-257
MH = 257-298
H = 298+

## Descriptions

**Coping Style:**

Peck's Social Attitudes Inventory:

| | |
|---|---|
| Total Active Coping Factor--VT 132 | L = 1-4 |
| | M = 5-6 |
| | H = 7-8 |
| Total Passive Coping Factor--VT 133 | L = 1-3 |
| | M = 4-6 |
| | H = 7-9 |
| Total Active Defensive Factor--VT 134 | H = 4 |
| | MH = 3 |
| | M = 2 |
| | L = 1 |
| Total Passive Defensive Factor--VT 135 | L = 1-2 |
| | M = 3-4 |
| | H = 5-6 |
| Total Active--VT 136 | L = 5-6 |
| | M = 7-8 |
| | H = 9-11 |
| Total Passive--VT 137 | L = 0-2 |
| | ML = 3-5 |
| | M = 6-8 |
| | MH = 9-11 |
| | H = 12+ |
| Total Coping--VT 138 | L = 0-4 |
| | ML = 5-7 |
| | M = 8-10 |
| | MH = 11-13 |
| | H = 14+ |

Authority Mean

L = 0-128
ML = 128-195
M = 195-262
MH = 262-329
H = 329-433

Interpersonal Relationship Mean

L = 0-127
ML = 127-202
M = 202-277
MH = 277-352
H = 352-420

Aggression Mean

L = 0-65
ML = 65-129
M = 129-193
MH = 193-257
H = 257+

Task Achievement Mean

L = 0-164
ML = 164-247
M = 247-330
MH = 330-413
H = 413+

Anxiety Mean

L = 0-90
ML = 90-163
M = 163-236
MH = 236-309
H = 309+

Field Notes (Coping Effectiveness)
ETHNAT

L = 1.0
ML = 3
MA = 4
H = 6

Total Defensive--VT 139
L = 1-2
ML = 3-4
M = ----
MH = 5-6
H = 7-8

Peck's Sentence Completion:

Scores for Total Stance, Engagement, and Affect were calculated f each individual---no master scores were complied as the number of items wa too small and the samcle for each individual varied too greatly.

Views of Life/Filosofia de la Vida:

Total Diaz-Guerrero Short Form--Sp. M20
H = 17-19
M = 13-16
ML = 12-15
L = less than 12

Total Diaz-Guerrero Short Form--Eng. M 25
H = 19+
MH = 16-18
M = 12-15
ML = 9-11
L = less than 9

Total Diaz-Guerrero Long Form--Sp. Vs 136
All are high

Total Peck's Views of Life--Eng. VE 106
H = 33+
MH = 28-32
M = 24-27
ML = 19-23
L = less than 18

## APPENDIX B:

## IRD-DEVELOPED INSTRUMENTS USED IN THE STUDY

(1) Parent Interview and Introductory Letter

(2) Teacher Evaluations

(3) Taped Student Interview Schedule

# PARENT INTERVIEW AND INTRODUCTORY LETTER

Estimados padres de familia:

Desde el mes de enero los niños del programa After School, están participando en un estudio financiado por el Instituto Nacional de Educación. El objetivo del estudio es el de explorar el éxito de los niños bilingües y biculturales en sus relaciones en el hogar, en la escuela y con sus amigos.

Queremos invitarles a colaborar con nosotros en la realización del estudio, proporcionándonos unos datos sobre la actuación de los niños fuera de la escuela. La señora Alicia Roque, coordinadora de padres de familia del SED Center y maestra del programa After School, se pondrá oportunamente en contacto con Uds. por teléfono, para recaudar la información.

Nosotros en el SED creemos que este estudio, al identificar los elementos que entran en juego en el éxito de los niños bilingües y biculturales, servirá para crear mejores programas en Columbia Road, no solamente para beneficio de los niños de After School sino también de los niños de pre-primaria y de los programas de verano.

Su cooperación en este respecto será muy valiosa en la realización del estudio, por lo que les estamos de antemano altamente agradecidos.

Atentamente,

# ENTREVISTA PARA PADRES DE FAMILIA

________________________

fecha

________________________________________

nombre de la persona entrevistada

________________________________________

nombre de su hijo(a)

1. ¿Cómo actúa su nino cuando se está portando bien?

¿Actúa de esa manera:

1. casi nunca
2. algunas veces
3. frecuentemente
4. todo el tiempo

2. ¿Cómo espera Ud. que su hijo(a) se comporte cuando está de visita en otra casa?

Se comporta así:

1. casi nunca
2. algunas veces
3. frecuentemente
4. todo el tiempo

3. ¿Qué comportamiento espera Ud. de su hijo cuando está jugando en el vecindario?

4. ¿Qué comportamiento espera de su hijo en la escuela?

5. ¿Se lleva bien su hijo... poco/regular/bastante

1. con sus compañeros?
2. con sus hermanos?
3. con sus otros familiares?

6. ¿Se lleva bien su hijo...

1. con adultos?
2. con sus padres?
3. con sus maestros?

7. ¿Qué hace Ud. cuando su hijo se porta bien?

8. ¿Qué hace Ud. cuando no le agrada el comportamiento de su hijo?

9. ¿Qué situaciones controla mejor su hijo?

10. ¿Qué situaciones le dan problemas a su hijo?

11. ¿Cree Ud. que su hijo está contento en la escuela?

   1. sí, bastante
   2. sí, algo
   3. poco
   4. no

12. ¿En qué actividades participa su hijo (afuera de la casa y de la escuela)?

   1. juega con niños de la vecindad
   2. actividades de la iglesia
   3. Scouts
   4. otros clubes
   5. musicales
   6. bailes
   7. deportes
   8. otros____________________________

13. ¿Cómo se comporte su hijo en estas actividades? (Se siente bien con sus compañeros, o actúa con timidez?)

14. Tomando en cuenta los puntos fuertes y débiles de su hijo, ¿cuánta educación cree Ud. que su hijo alcanzará?

   1. primaria
   2. secundaria
   3. educación técnica pos-graduado
   4. universidad

15. ¿Qué es lo que piensa Ud. que su hijo será cuando sea grande?

16. ¿Qué cosas quisiera Ud. ver que el programa After School hiciera por su hijo?

17. ¿Qué otro comentario quisiera Ud. agregar con respecto a este proyecto de estudio, o al programa After School, o a su hijo.....cualquier otra cosa.

# TEACHER EVALUATIONS

**Name of teacher**

(Name of student) ______________________________

**Language Ability**

English

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| Oral | 1-no skill | 2-some skill | 3-moderate skill | 4-great deal of skill | 5-completely fluent |
| Written | 1- " | 2- " | 3- " | 4- " | 5- " |
| Reading | 1- " | 2- " | 3- " | 4- " | 5- " |

Spanish

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| Oral | 1- " | 2- " | 3- " | 4- " | 5- " |
| Written | 1- " | 2- " | 3- " | 4- " | 5- " |
| Reading | 1- " | 2- " | 3- " | 4- " | 5- " |

**Achievement Test Scores**

Reading - ______________________________

Math - ______________________________

**Teacher Grades** (Continue on back of sheet if necessary)

| Teacher | Subject | Grade |
|---|---|---|

Name of teacher

(Name of student) ______________________________

Age - __________

Grade in School - __________

School Attended During the Day - ______________________________

How Long Has Student Been in the U.S.? - __________

1. To what extent does ____________________ behave effectively in your classroom?

   a. General behavior is appropriate

      1-none of the time 2-some of the time 3-half of the time 4-most of the time 5-all of the time

   b. Satisfactorily completes class work/projects/activities

      1- " 2- " 3- " 4- " 5- "

   c. Satisfactorily completes homework (if applicable)

      1- " 2- " 3- " 4- " 5- "

   d. Contributes positively to class discussion/activities

      1- " 2- " 3- " 4- " 5- "

2. To what extent is ____________________ socially competent in your classroom in terms of

   a. Overall personality

      1-incompetent 2-somewhat competent 3-moderately competent 4-competent 5-very competent

   b. Getting along well with adults

      One on one (individually)

      1-not at all 2-some 3-half 4-most 5-all

      When part of a group of children

      1- " 2- " 3- " 4- " 5- "

   c. Getting along well with other children

      One on one (individually)

      1- " 2- " 3- " 4- " 5- "

      When part of a group of children

      1- " 2- " 3- " 4- " 5- "

3. How effective do you think ____________________________ is at home?

      1- " 2- " 3- " 4- " 5- "

4. How effective do you think ____________________________ is with peers outside of school?

      1- " 2- " 3- " 4- " 5- "

5. What does ______________________ do in school which is especially ineffective?

6. What does ______________________ do in school which is especially effective?

7. What skills does ______________________ need to acquire or develop to be more effective in school?

8. How far should ______________________ go with his/her schooling?

1-elementary school 2-junior high 3-senior high 4-college 5-post graduate

9. What occupation should ______________________ aspire to?

# TAPED STUDENT INTERVIEW SCHEDULE

## Taped Student Interview

### Demographic Information

1. Name
2. Age
3. Grade
4. School attended during the day
5. Country(s) of family's origin(s): Mother's
   Father's
   Child's
6. Brothers and sisters
7. Birth order
8. Language(s) spoken at home
   at school
   in the neighborhood

### Contact With Hispanic Culture (on the assumption that more contact would lead to greater pride and perhaps a greater degree of biculturalism)

9. How long have you been in this country?
10. How many times have you returned to your other country?
11. When was the last time you returned?
12. Communication with other country: Do many friends and relatives come and visit you from ____________________?
13. When people visit your family what language(s) do they speak?

### Self-Identity

14. Do you feel that you are Latino? American? Both together? Other?
15. Is this hard or easy?
16. What does this look like? (too abstract).

Family History (knowing the history of one's family enables one to think complexly about the past, gives one a more resonant feeling of identity - Hauser)

17. Do you know the history of your family? Stories about your grandparents? What about it/them?

Alernative Futures (the ability to project oneself into a complexly imagined future - Hauser, Hill, and Grindal - correlates with the ability to be empathetic, the core social competency skill)

18. Describe your past, present, future. Probably, possibly, and ideally?

Models and Heroes (Hauser has indicated the importance of models for alternative forms of behavior, for stereotype-breaking behavior)

19. Who are your models? Your heroes?

Interpersonal Mazeway (Kelly and Wallace indicate the importance of each person's idiosyncratic path through their culture(s))

20. Who are your friends? Other Latinos? Other ethnic groups?
21. What other activities do you participate in besides family life and school? Sports? Church? Youth Orchestra? Etc.?

Ability to Describe Social Situations (Wallace, Kelly, Winter, Griffith and Kolb - another correlative ability with empathy)

22. On your first day at school or at school generally what was/is the most difficult thing? the nicest thing? the scariest thing?

23. Do you feel comfortable playing in your neighborhood? Do you feel you can handle any trouble that might occur? How?

The Future

24. What do you want to be when you grow up?

25. What do you have to do to get to be a ________________?

26. How far do you want to go in school?

Mazeway (Kelly and Wallace)

27. What people are most important to you? (Compare with Clay Array)
28. How are they alike?
29. How are they different?
30. Do they agree on how you should behave?
31. Whose opinion matters to you the most?
32. To whom do you go for help?
33. For which kinds of help?

Perceptions of People (the ability to put oneself in another's shoes and to see oneself as others see you - Kelly, Zajonc, and Crockett)

34. Describe yourself (Kelly's Self-Characterization) - with/without a photograph
35. Parent
36. Sibling
37. Best friend
38. Teacher
39. Enemy
40. Interviewer
41. Stranger

Clay Array (Ziller et al. re self and personal mazeway)

42. Tell me about what you did?
43. Who was chosen?
44. Stability of choice?
45. Configuration: rows, scene, a "psychic map"
46. Proportion of self to other(s)

Situations (and Free Drawing) (Ravenette - ability to describe social situations)

47. What is happening in each picture, good/bad, home, school, and neighborhood?
48. Think of a child who in all the bad situations would not feel troubled, worried, be able to handle it.
49. Give three descriptions of this child.
50. When would this child be upset?
51. Are you and this child at all alike?

Ideal vs. Real Behavior (ability to describe social rules and assess own behavior - Weinstein; Spivak and Shure)

52. How are you supposed to behave? What are the rules? At home? In the neighborhood? At school?
53. How would you like to behave? At home? In the neighborhood? At school?
54. How do you behave? At home? In the neighborhood? At school?
55. Do you behave that way all the time? some of the time? none of the time? At home? In the neighborhood? At school?

Discipline (ability to describe social situations)

56. What do you do if you disagree with your parents? With your teacher? With your friends?
57. What do your parents, your teacher, and your friends

do if you do not do what they want you to do?

Role Taking (Weinstein)

58. What do you think it is like to be your mother and/or your father? What is their life like?
59. What do you think it is like to be your teacher? What is his/her life like?
60. What do you think your friends lives are like, for example, your best friend?

The Trouble With.....(Ravenette - again social description, empathy and role taking). Repeat series for parents, teachers, friends.

61. The trouble with _______ is.....
62. They are like that because.....
63. Another reason they are like that is.....
64. It would be better if.....
65. What difference would that make?
66. What difference would that make to you?

Final Question (empathy, role taking, awareness)

67. This study has been about children like you who speak more than one language, who know about more than one way of living. Imagine that next year on the first day of school in your class is a new student from (country of origin) who does not yet speak any English and is just learning to go to an American school. What kind of advice would you give that child? How would you help him or her (depending on the sex of the child being interviewed)?

## APPENDIX C

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